EDHE 5210 College Student Demographics
College of Education - Higher Education Program - Fall 2018 - Online Course

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*Available face-to-face or online
Make an appointment here:
https://calendly.com/udtran/30min

About the Co-Instructor:
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DESCRIPTION OF THE COURSE
PREREQUISITE: None
This course will examine the make-up of today’s college student population, specifically their social, psychological, and emotional development. In order to create and provide relevant student services, one must understand who the students are, the various backgrounds they may come from, and how their backgrounds will impact their college experience.

EXPECTED COURSE OUTCOMES (CO)
At the completion of this course, students will demonstrate the ability to:
CO 1: Describe the general characteristics of today’s American college students, including various subpopulations of college students.
CO 2: Explain how important college decisions are made by various student groups.
CO 3: Identify current issues related to different subpopulations of today’s American college student.
CO 4: Identify effective higher education programs and initiatives created to support various student demographics.
CO 5: Develop skills in scholarly writing and library research.
CO 6: Demonstrate understanding of APA guideline through each writing assignment.

REQUIRED TEXTBOOKS
*Referred to as BSRC in the Course Schedule

*Referred to as SEHE in the Course Schedule*

**Subject Guide**: [http://guides.library.unt.edu/edhe5210](http://guides.library.unt.edu/edhe5210)

**Course Reserves**: Go to library.unt.edu. Select “Course Reserves” on the right side of the screen. Enter the course number. Use password **5210F18** when prompted. Do not share this password with those who are not in the class.

*All listings are intended for class use and should not be duplicated in a way that would violate copyright law.*

**RECOMMENDED TEXTBOOK**
Publication manual of the American Psychological Association (6th ed.)

**HOW THE COURSE IS ORGANIZED**
This course is organized into 14 modules. These modules should be reviewed and completed in order. Assignments and activities are numbered sequentially, identified within each module, and located in folders identified in the left-hand navigation panel of Canvas. Module readings and/or videos should be completed before responding to the module assignment.

This course has a great deal of reading each week. Students are encouraged to make every effort to manage their time wisely, even working ahead of schedule on readings and assignments if needed.

**COMMUNICATIONS**

**Announcements**
New information, reminders, and updates will be posted in the “Announcements” section of Canvas. Students should check weekly for new announcements.

**Communication with the Instructor**
To contact the instructor or co-instructor, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. Students should expect feedback on most assignments within one week of the due date. Grades will be posted through the Canvas “Grades”.

**Discussions**
In order to do well in this course, a high level of interaction must occur between student-instructor and student-student in the “Discussion” forum of Canvas. Students are encouraged to express their ideas and opinions. We should work collaboratively to establish an
environment where we all feel comfortable being candid about the topics and the materials covered.

If there are differences of opinion, I expect that we will explore them in a framework of mutual respect, observing rules of common courtesy. This should not dissuade you from taking an occasional risk. The modern American educational system seems to reward convention and conformity. Risk taking is sometimes devalued. Feel free to take an informed risk with an opinion, a conceptual framework, or an idea you want to pursue.

**Grades**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Introductions</td>
<td>5 points</td>
<td>A 90-100</td>
</tr>
<tr>
<td>College Choice Essay</td>
<td>5 points</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Group Discussions (5 points each)</td>
<td>25 points</td>
<td>C 70-79</td>
</tr>
<tr>
<td>IRA's (5 points each)</td>
<td>20 points</td>
<td>D 60-69</td>
</tr>
<tr>
<td>Campus Messaging</td>
<td>10 points</td>
<td></td>
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<tr>
<td>Campus Program Redesign</td>
<td>10 points</td>
<td></td>
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<tr>
<td>Reflective Essay</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Literature Review</td>
<td>20 points</td>
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</tr>
</tbody>
</table>

**TOTAL POINTS** 100 points

**Late Assignments**

An assignment is due every week for 15 weeks even if the university closes for inclement weather. Please see the course schedule for the names and due date for every assignment. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments past due more than three weeks will not be accepted. Late submissions of the final paper will not be accepted; students will receive an automatic grade of zero on the assignment.

**Incomplete**

Beginning Fall 2018, students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to be eligible for an incomplete.
<table>
<thead>
<tr>
<th>Begins Week of (Monday)</th>
<th>Module Topic &amp; Readings</th>
<th>Assignment due by Sunday at 10 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td><strong>Module 1: Class Introductions</strong>&lt;br&gt;<strong>Syllabus Overview</strong>&lt;br&gt;Online Orientation (Recommended, not required)&lt;br&gt;<strong>Setting the Foundation</strong>&lt;br&gt;SEHE Ch. 10&lt;br&gt;Renn, K., &amp; Davis, L.P. (2017) Institutional identity and campus culture. In Schuh, J.C., Jones, S.R., &amp; Torres, V. (Eds.), <em>Student services: A handbook for the profession</em> (pp. 58-72). San Francisco, CA: Jossey-Bass.</td>
<td>Individual Introduction (due 9/2)</td>
</tr>
<tr>
<td>9/17</td>
<td><strong>Module 4: Becoming a Student-Ready Campus</strong>&lt;br&gt;BSRC Ch. 3-5&lt;br&gt;*Group Discussion will be about the entire book</td>
<td>Group Disc #1 (due 9/23)</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Title</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 10/1 | Module 6: The Insiders | **Student Athletes** | SEHE Ch. 13  
| 10/15 | Module 8: The Not-so-Obvious (NICK) | **LGB Students** | SEHE Ch. 8  

**Group Disc #2 (due 10/7)**  
Indicate selection for Literature Review via Canvas

**Group Disc #3 (due 10/14)**

**IRA #3 (due 10/21)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Topic</th>
<th>Source</th>
<th>Due Date</th>
</tr>
</thead>
</table>

**LGBTQ students want their professors to know.** [Video file]. Retrieved from https://youtu.be/rnbnF8QAnsY.


**Trans Students**

SEHE Ch. 9


**10/22**

**Module 9: Men of Color and Masculinity**

SEHE Ch. 4


doi:10.3149/CSM.0502.127


**10/29**

**Module 10: Students w/ Transitional Challenges**

**Students with Disabilities**

SEHE Ch. 12


**Student Veterans**

SEHE Ch. 20


**Transfer Students**

SEHE Ch. 17

National Student Clearinghouse Research Center - Transfer & Mobility http://www.luminafoundation.org/resources/transfer-and-mobility

Campus Messaging (due 10/28)

Campus Program Redesign (due 11/4)
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Discussion/Due Date</th>
</tr>
</thead>
</table>
| 11/5  | Module 11: The Academics  
Graduate Students  
SEHE Ch. 21  
International Students  
SEHE Ch. 7  
Honors Students  
| 11/12 | Module 12: Minoritized student populations, pt. 1  
Engaging Students of Color, Undergraduate Women of Color, and Multiracial Students  
SEHE Ch. 2, 3, 6 |  | IRA #4 (due 11/18) |
| 11/19 | Module 13: Minoritized student populations, pt. 2  
Native and Indigenous Students  
Asian American Students  
Latinx Students  
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/3</td>
<td>Research Day - No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>12/10</td>
<td>Finals Week - No Class Meeting</td>
<td>Literature Review due by 12 noon on 12/10</td>
</tr>
</tbody>
</table>

**African American Students**  

**Module 14: Students in Crisis**  

**Students who are Homeless**  
SEHE Ch. 14

**Food Insecurity**  
Watch DPL Keynote: Sara Goldick-Rab  
https://youtu.be/8vZoH07-xdc
COURSE ASSIGNMENTS

Individual Introductions
Introduce yourself to the class using the Canvas Discussion Forum. Include the following:

- Name
- Pronouns you use
- Where you are in the program (1st semester, 2nd year, etc.)
- Career aspirations
- Where you live (for potential study groups)
- One thing you are interested in (personal or professional)
- One challenge related to college that you faced during your undergraduate years
- Photo (optional)

College Choice Essay
Everyone has a different process for choosing the “right” school for them. For this assignment, you will be paired with a classmate. Interview your partner and write about the process they went through to apply for college. Example interview questions could include: When did you decide to attend college? How did you learn about the institutions you were interested in? How did you select a major? Conclude the essay by comparing their described experience with your college choice journey. What forms of social capital, cultural capital, and socialization did they possess that you may or may not have had access to? Submit the final 2-3 page essay online using the link provided via Canvas.

Group Discussions
The class will be divided into smaller discussion groups. Within each discussion group, students will be assigned a specific role for the week:

- Discussion Leader: One student will be the discussion leader and post a 2-3 page summary of the weeks readings at the beginning of the week (Monday). The paper should highlight similarities between the readings and pose a minimum of 2 questions for further group discussion.
- News Leader: One to two student will be news leader(s) and provide relevant news pieces from Inside Higher Ed or The Chronicle of Higher Education at the beginning of the week (Monday). Links to the articles and a 1-2 page summary of 2 news pieces should be provided for class review. Please select articles that no more than 6 months; in general, the more recent the better. *Note: All UNT students have free access to The Chronicle of Higher Education through the UNT Library.
- Response Leader: One to two students will be response leader(s) and provide a 1-2 page response within 24 hours of the discussion leaders posting (Tuesday).
- General Participant: All other group members will read the postings and reply to at least 1 posting. In the reply, consider explaining what resonates with you and why. Responses should be a minimum of 300 words and posted by the end of the week (Sunday).
Insights, Reflections, Analysis (IRA’s)
IRA’s are designed to help students gain new understanding about the readings through basic research of materials that amplify the week’s course topic, and finding connections to personal experiences. Each IRA will have specific instructions listed within each module. In general, the assignment should include the following:

1. **Insights**: List and explain three new insights acquired about the week’s specific student demographic.
2. **Reflections**: Find two additional resources such as scholarly books, book chapters, or journal articles that have similar thoughts, ideas, or themes to further amplify the topic. Write 2-3 paragraphs explaining how the new resources connect with the topic.
3. **Analysis**: Write 1-2 paragraphs that relate this week’s readings to a specific experience you have had with the topic.

Each IRA should be a minimum of 500 words in length and include citations and references formatted according to APA standards. The assignments should be completed independently and submitted to Canvas on the assigned date. See the course schedule for specific deadlines.

**Campus Messaging**
For this assignment, you will be assigned to work with a partner to analyze a college campus environment in the DFW area to answer the following questions:

1. What messages about masculinity(ies) exist on-campus?
2. How do the messages differ between white men vs. men of color, if at all?
3. How are certain gender roles and/or expectations reinforced in college?
4. What does this mean to me?/How does this affect me?
5. What implications does this have for higher education professionals working with college students?

You will be relying on what you can observe about the campus environment such as the campus newspaper, flyers, advertisements, media, discussions and conversations, jokes, clothing, your feelings or expectations of yourself or others, other people’s expectations for you or themselves, interactions with friends, family, co-workers, peers, etc. **Do not** interview students, staff, or faculty about their perceptions of men of color or masculinity.

Your final product will be a virtual product, and creativity is highly encouraged. Virtual formats to consider are: a blog (consider Blogger, Wordpress or similar), a video, a webpage, a combination of these formats, or anything else approved by the instructor. Aspects of Universal Design must be included in the virtual product. Classmates will view the final products and provide feedback.

*Credit: Dr. Dan Tillapaugh, HED 598 College Men and Masculinity, University of Maine*
Campus Program Redesign
Select a student program offered by a student service functional area at a 2-yr. or 4-yr. institution. Focusing on one of the week’s student populations (student veterans, students with disabilities, or transfer students), redesign the student program to be inclusive and welcoming of the selected student population. Address the following questions:

- What aspects of the program discourage participation from student veterans, students with disabilities, or transfer students?
- What recommendations do you have for redesigning the program? (Your recommendations must be backed by current higher education research).
- What resources are needed to redesign the program (financial resources, human resources, etc.)?
- How could the recommendations impact persistence and retention of the selected student population?

Paper should be 3-4 pages and include a minimum of 3 scholarly sources. Include citations and references formatted according to APA standards. The cover page and reference page do not count towards the minimum page requirement.

Reflective Essay
Complete the “search and find” exercises as outlined in Module 14. Write a reflective essay on what you learned about students in crisis as it relates to food/shelter insecurity and mental health issues. Essay should be a minimum of 500 words, double-spaced, with 1 inch. margins.

Literature Review
The purpose of a literature review is obtain an in-depth understanding of a specific population of interest that is related to American college students as covered in this course. No more than 3 students may select the same student population. Please indicate your selection on Canvas.

A minimum of 8 scholarly resources should be utilized; at least 6 of the sources must have been published within the last five years. The course readings and textbook do not count towards the minimum required sources.

The final product should be a minimum of 8 pages and a no more than 10 pages. Format the paper according to APA guidelines. Please include a cover page and a reference page (these items do not count towards the page requirement). Submit the assignment online via Canvas during finals week on the assigned date.
**Succeed at UNT**
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

**Academic Integrity and Academic Dishonesty**
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).

**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**EagleConnect**
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email
that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

**Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
UNT's Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Food & Shelter Insecurity**

Any student is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide additional resources that she may possess.

*Credit to Sara Goldrick-Rab at Temple University for creating this wording.*