EDH 727: U.S. College Students

Instructor:
Email:
Office Hours Online:

Overview:

Characteristics and needs of various student subgroups within the college population will be examined using foundational and contemporary theories of student retention, development, and the college environments.
What are the characteristics of college students? What are the theories that guide our study of college students in higher education? What do these theories illuminate about college student development, experiences, retention, and success? We will explore answers to these questions in this course.

Learning Objectives:

Students who successfully complete this course will be able to:
- Discuss how the history of access in higher education impacts who our students are today
- Discuss the characteristics and identify the needs of college students in the U.S.
- Identify, assess, and apply foundational and contemporary theories related to college student development, retention, and success
- Analyze individual and institutional factors that promote and inhibit college student success

Higher Education Program:
- Discuss the historical and philosophical influences that have guided the evolution of higher education in the U.S.
- Discuss the nature of leading and working with and in diverse populations and organizations
- Identify, assess, and apply foundational and contemporary theories related to college students and organizations

The course objectives also support students' development of several ACPA/NASPA competencies such as: advising and supporting; social justice and inclusion; student learning and development.

Required Readings:

All readings are available through UNLV WebCampus

Course Requirements

Preparation:

All members of the course are expected to come to class prepared, having done all the readings, and ready to raise questions or comments of the material assigned. Everyone is responsible for bringing readings for the week to class. ***Please note that the assignments and schedule on the syllabus are guides for the course, but are subject to change.***

Participation:

Our classroom will be a virtual community where we learn together. Everyone is expected to participate and make efforts to further one's own and others' learning of the subject. Participation includes thoughtful contributions that rely on multiple sources [while our lived experiences are valid, they should comprise one of many sources that we use to engage in discussion]. Another source that we draw from in our e-class discussions is our assigned readings for the week. In this class, we engage in "generous reading" of course materials. What do I mean by this? Well, when we engage in "generous reading," we look for the contributions and possibilities for learning and growth a piece can offer [whether or not you agree with the content of what you are reading]. Students are often told to be "critical" thinkers and readers; this is important, yet it does not mean that in order to be "critical," you should simply "rush to criticize." Instead, take a moment to ask yourself, "What new ideas does this reading offer? How can it help me think and grow in new ways? How can this author's work help sharpen my own thinking, writing, and argumentation?" *So, go forth and be skeptical and generous!* [adapted from Alcantar, C., 2019]. A key to participation is listening intently <u>before</u> considering a possible response. To participate in class, you <u>must</u> be present. Unless excused, absences and tardiness beyond one missed absence will negatively impact your grade.

2 absences: A- (highest grade possible in the class)   **3 absences: B+ (highest grade possible in the class)**
4 absences: B (highest grade possible in the class)   **5+ absences: talk to instructor about dropping course**

Electronics:

Laptops and tablets are permitted and expected for the course. If you do not own one of these items, please let me know so that I can point you to resources available on campus. All members of the classroom community should refrain from generally surfing the web and/or checking their emails during class time. <u>Cell phone use in class is not permitted.</u>

Assignments:

Please upload all of your assignments through UNLV WebCampus (emailed assignments will not be accepted). Type all assignments in 12-point font, double-spaced, and with 1-inch margins. When completing writing assignments, use 7th edition APA style ([Purdue Owl](#) is a good resource if you don't own an APA manual). All assignments should be carefully proofread for spelling, grammar, and syntax. Please visit the [UNLV writing center](#) for writing support. **If you receive below 80% on an assignment and you would like the opportunity to improve your grade, you have ONE week from when you receive feedback to submit a revised version that incorporates the instructor's feedback. <u>Note: Revised assignments will be graded at the end of the course.</u>**

Grading:

Due Date	Assignment	Points
TBD	Weekly Writing Exercises	30
Session 5—	Literature Review: Outline	5
Session	Literature Review: Draft	10
Session	Literature Review: Final	20

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Session	Movie Character Analysis	25
Session	Final Exam (20 multiple choice questions)	10
	TOTAL:	100

Grading Scale:

Points	94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	Below 70
Grade	A	A-	B+	B	B-	C+	C	C-	F

Please note the following policies and resources:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy*(approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Food and Housing Insecurity—It is hard to learn if you are worried about where you are going to eat. The UNLV food pantry provides non-perishable food items to students, staff, and faculty who are in need. If you are experiencing housing insecurity please contact me and I will work with you to find resources.

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Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Parents/Primary Unpaid Caregivers—Currently, the university does not have a formal policy on children in the classroom. The policy described here reflects my own beliefs and commitment to student, staff, and faculty who are parents/primary caregivers.

1) All breastfeeding babies are welcome as often as necessary;
2) For toddlers and older children, I understand that unforeseen disruptions in childcare often put parents in a position of having to miss class. While this is not meant to be a long-term care solution, occasionally bringing a child to class in order to cover gaps in care is acceptable;
3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention, you may step outside until their needs are met.

Course Schedule:

*** NOTE: The syllabus is a living document and is subject to change at the discretion of the instructor***

Session	Topic	Readings	Assignments
1	Course Introduction and Welcome		Sign-up for Student Population Projects
2	College Students: Then and Now	Eagan, K., Stolzenber, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Rios-Aguilar, C. (2016). *The American freshman: Fifty-year trends, 1996-2015.* Higher Education Research Institute. Wells Dolan A. E., & Kaiser, S. R. (2015). The history of student life in American higher education. In P. A. Sasso & J. L. DeVitis (Eds.), *Today's college students: A reader* (pp. 225-240). Peter Lang Publishers.	

3	Using Theory in the Study of College Students	Jones, S. R., & Abes, E. S. (2017). The nature and uses of theory. In Schuh, J.H., Jones, S.R., Torres, V. (Eds.), *Student services: A handbook for the profession* (6th ed., pp. 137-152). Jossey-Bass.	
		Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Using student development theory. In *Student development in college: Theory, research and practice* (3rd ed., pp. 60-71). Jossey-Bass.	
4	Retention, Persistence, and Engagement Theories	Harper, S., & Quaye, S. J. (2015). Making engagement equitable for students in the United States. In *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (2nd ed., pp.1-9). Routledge.	
		Rendón, L. I. (1992). From the barrio to the academy: Revelations of a Mexican American "scholarship girl." *New Directions for Community Colleges, 80,* 55-64.	
		Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45*(1), 89-125.	
5	Theories About the Campus Environment	Bustamante, R. M. (2017). Understanding campus cultures. In Holzweiss, P. C., & Parrott, K.P. (Eds.), *Careers in student affairs: A holistic guide to professional development in higher education (*pp. 25-42)*.* NASPA.	Student Population Literature Review Outlines Due
		Garcia, G. A., Nunez, A. M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding "servingness" in Hispanic-Serving Institutions. A synthesis of the Research. *Review of Educational Research, 0*(0), 1-40.	
		Alcantar, C. M., Rincón, B. E., & Espinoza, K. J. (2020). In a state of becoming: How institutions communicate Asian American and Pacific Islander- and Latinx-Servingness through campus artifacts. *Association of Mexican American Educators Journal, 14*(3), 104-119.	
		Optional: Strange (2003). Dynamics of campus environments. In Komvies, S. R., Woodard, D. B., and Associates (Eds.), *Student services: A handbook for the profession*. Jossey Bass.	
6	Person-Environment Theories	Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Foundations for understanding student development theory [Developmental Ecology]. In *Student development in college: Theory, research, and practice* (3rd ed., pp. 37-40)*.* Jossey-Bass.	
		Muñoz, S. M., & Espino, M. M. (2017). The freedom to learn: Experiences of students without legal status attending freedom university. *The Review of Higher Education, 40*(4), 533-555.	
		Museus, S. (2014). The culturally engaging campus environments (CECE) model: A new theory of college success among racially	

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		diverse student populations. *Higher Education: Handbook of Theory and Research, 29*, 189-227.	
7	**Mid Semester Review (Optional)**	***Synchronous session beginning @ 5:00pm	
8	Social Class and Capital Theories	Bettencourt, G. M., Mansour, K. E., Hedayet, M., Feraud-King, P. T., Stephens, K. J., Tejada, M. M., & Kimball, E. (2020). Is first-gen an identity? How first-generation college students make meaning of institutional and familial constructions of self. *Journal of College Student Retention, Theory & Practice, 0*(0), 1-19. Martin, G. L. (2015). "Always in my face": An exploration of social class consciousness, salience, and values. *Journal of College Student Development, 56*(5), 471-487. Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Social class and identity. In *Student development in college: Theory, research and practice* (3rd ed., 79-96). Jossey-Bass. **Optional:** Museus, S. D., & Neville, K. M. (2012). Delineating the ways that key institutional agents provide racial minority students with access to social capital in college. *Journal of College Student Development, 53*(3), 436-452. Yosso, T. J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*(1), 69-91.	
9	Spring Break: No Class		
10	Gender Identity Theories	Edwards, K.E., & Jones, S.R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development, 50*(2), 210-228. Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Gender and gender identity development. In *Student development in college: Theory, research and practice* (3rd ed., pp. 162-180). Jossey-Bass.	
11	Race & Ethnicity Identity Theories	Johnston-Guerrero, M. P. (2016). Embracing the messiness: Critical and diverse perspectives on racial and ethnic identity development. *New Directions for Student Services, 154*, 43-55. Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Racial identity development. In *Student development in college: Theory, research and practice* (3rd ed., pp. 97-125). Jossey-Bass.	Student Population Literature Review Drafts Due

12	Intersectional Approaches	Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Psychosocial, cognitive-structural, and integrative development [Self-authorship]. In *Student development in college: Theory, research, and practice* (3rd ed., pp. 307-325). Jossey-Bass. Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development, 48*(1), 1-22. Wijeyesinghe, C. L. (2019). Intersectionality and student development: Centering power in the process. In Abes, E. S., Jones, S. R., & Stewart, D. L. *Rethinking college student development theory: Using critical frameworks.* Stylus. **Optional:** Bettencourt, G. M. (2020). "When I think about working class, I think about people that work for what they have": How working-class students engage in meaning making about their social class identity. *Journal of College Student Development, 61*(2), 154-170.	
13	Career Choice and Development	Lent, R. W. & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behavior, 115*, Smith, K. N., & Gayles, J. G. (2017). "Setting up for the next big thing": Undergraduate women engineering students' post baccalaureate career decisions. *Journal of College Student Development*, 58(8), 1201-1217.	Movie Character Analysis Due
14	Transitions	DiRamio, D., Ackerman, R., & Mitchell, R. L. (2008). From combat to campus: Voices of student-veterans. *Journal of Student Affairs Research and Practice*, *45*(1), 73-102. Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Foundations for understanding student development theory [Transition Theory]. In *Student development in college: Theory, research, and practice* (3rd ed., pp. 37-40). Jossey-Bass.	
15	Validation	Maramba, D.C., & Palmer, R.T. (2014). The impact of cultural validation on the college experiences of Southeast Asian American students. *Journal of College Student Development, 55*(6), 515-530. Rendón, L.I., & Muñoz, S.M. (2011). Revisiting validation theory: Theoretical foundations, applications, and extensions. *Enrollment Management Journal,* 12-33.	
16	**Final Review (Optional)**	***Synchronous session beginning @ 5:00pm	Student Population Literature Reviews Due

17	No Class: Final Exam		