CEPD 6178
American College Student

Semester/Year       Summer, 2014
Time/Location      Online
Instructor         Matt Varga
Office Location    227 Education Annex
Office Hours       Monday and Wednesday: 9:00 to 12:00 PM
                    Tuesday and Thursday:   10:00 to 2:00 PM
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Online Support     UWG Distance Learning
                   http://distance.westga.edu/
                   UWG On-Line Connection
                   http://www.westga.edu/~online/
                   Distance Learning Library Services
                   http://westga.edu/~library/depts/offcampus/
                   Ingram Library Services
                   http://westga.edu/~library/info/library.shtml
                   University Bookstore
                   http://www.bookstore.westga.edu/

COURSE DESCRIPTION
This course will introduce students to the theoretical and research literature on college students in the U.S.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities Standards of the Council for the Advancement of Standards in Higher Education (CAS) also are incorporated as criteria against which candidates are measured as well as professional competencies and standards identified by the American College Personnel Association (ACPA) and National Association for Student Personnel Administrators (NASPA).
The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**CAS STANDARDS**
The course will incorporate information outlined in the following CAS Standards:

- Study of collegiate environments and how person-environment interactions affect student development. (5b.1)
- Studies of student characteristics, how such attributes influence student educational and developmental needs, and the effects of the college experience on student learning and development. (5b.2)
- Knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students. (5b.2)
- Studies of the effects of college on students, satisfaction with the college experience, student involvement, factors that correlate with persistence and attrition, diverse student characteristics, and specific student populations (5b.2)

**NASPA/ACPA COMPETENCIES**
The course will help students achieve the following Basic Outcomes in the NASPA/ACPA Professional Competency Areas for Student Affairs Practitioners:

- Identify the contributions of similar and diverse people within and to the institutional environment. (Equity, Diversity, & Inclusion Competency Area)
- Integrate cultural knowledge with specific and relevant diverse issues on campus. (Equity, Diversity, & Inclusion Competency Area)
- Assess and address one's own awareness of equity, diversity, & inclusion, and articulate one's own differences and similarities with others. (Equity, Diversity, & Inclusion Competency Area)
- Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work. (Leadership Competency Area)

**APPROACHES TO INSTRUCTION**
This course will provide students with an overview of the American College Student, subcultures, and campus environments that pertain to college students. Learning activities include: personal reflections and discussions, readings, field work, and online exercises.

This course will be delivered 100% online. This requires the online equivalent of 2,250 minutes of instruction (seat-time) and an additional 4,500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Watch Online Videos</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Read Online Lessons and PowerPoint’s</td>
<td>180 minutes</td>
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<tr>
<td>Read Online Reading Assignments</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Visit Informational Web links</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Student Interviews</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Book Review Presentation</td>
<td>210 minutes</td>
</tr>
<tr>
<td>College Student Diverse Populations Paper</td>
<td>240 minutes</td>
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</table>
Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities and course reading.

COURSE OBJECTIVES
Students will:
1. Become aware of historical and contemporary views of college students.
2. Become familiar with the literature related to the effects of college on students and society.
3. Learn about research and practice related to retention, progression, and graduation.
4. Begin to identify student subcultures and learn about projected student demographics and characteristics and how that will influence their future work.
5. Apply student development theory to students’ experience as it relates to subcultures of the American College Student

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text


Suggested Text

Required Instructional Resource:
Tk20 Subscription: These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Additional Readings:
Each student will be required to read one book as part of an assigned reading group, described in the “Assignments, Evaluation Procedures, and Grading” section below.

Throughout the course of the semester the instructor will assign readings in addition to the readings outlined in the class schedule.
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Autobiography Reflection</td>
<td>10</td>
<td>6/8</td>
</tr>
<tr>
<td>Document Reflection Assignment</td>
<td>20</td>
<td>6/15</td>
</tr>
<tr>
<td>Book Review Presentation</td>
<td>20</td>
<td>Varies See Outline all due by 5:00 PM EDT</td>
</tr>
<tr>
<td>Journal Reflection</td>
<td>20</td>
<td>Varies see outline</td>
</tr>
<tr>
<td>College Student Diverse Populations Paper</td>
<td>20</td>
<td>7/22</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>10</td>
<td>Varies see outline</td>
</tr>
</tbody>
</table>

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Autobiography Reflection

An important factor for understanding American College Students is understanding our identity as it pertains to our undergraduate experience. We all identify with certain subcultures, some more than others. For example, I identify as a first generation, low-income, heterosexual white male. The purpose of this assignment is to have you reflect on your undergraduate experience and personal identities. This is similar to the Model of Multiple Dimensions Identity we discussed in Student Development Theory. After you have identified the identities you’re comfortable sharing, I would like you to create a video that best describes who you were as an undergraduate college student as it relates to our theoretical framework (Astin and Tinto). You can create a PowerPoint, Digital Narrative, Video, Photo Slideshow, etc. However, you will need to have voiceover to explain your personal reflection. This is an ambiguous assignment because I want you to determine what is most important to talk about for you. Some areas to consider are:

- What did it mean to identify as X to me during undergrad?
- How did identifying as X evolve during my undergraduate career?
- What privileges and/or challenges did I have because I was perceived to be X?
- How does Astin’s IEO Model and Student Involvement Model relate to your identity as an undergraduate student?

There is no maximum length for your autobiography reflection, but I suspect it would not be less than 10 minutes. I want this to be a representation/expression of you, your identity during your undergraduate career, and how you interpret it.

You will need to submit this reflection into DropBox, but also post it for the class in the Discussion Forum. I would like you all to respond to at least five posts, but it would be nice if you responded to more. The discussion response should discuss the following:

- What did you take away from the Autobiography Reflection?
- Were you surprised by anything?
- Was something said that made you realize you could relate to this person in such a way you didn’t think you could before?

Each post should be at least 100 words. The discussion posts for this assignment will comprise 5 points, 1 point per post.
Document Reflection Assignment (10 Points)
The following three reports (PDF Documents) are on CourseDen.

- Education Pays 2013: The benefits of Higher Education for Individuals and Society (College Board)
- Trends in College Pricing 2013 (College Board)
- The Rising Cost of College: Tuition, Financial Aid, and Price Discrimination (College Board)

Each will need to develop a two to three page paper that reviews all three of these documents meticulously that summarizes your reflection regarding what these documents mean for higher education from a holistic lens. This is not to be a review of these documents as we all have read them. I would like for you to interpret the significance of the information in terms of implications for Higher Education, and the American College Student. What recommendations do you have for higher education based on these reports? Think holistically, not individualistically and incorporate our theoretical framework. How do all of these reports relate? This assignment should be in APA format with references if you’re referring to specific reports. Please paraphrase.

Book Review Presentation (20 points)
You all have been assigned to random groups with a specific book. The group will make a 10-minute static (not live) presentation in class about the book, as if you were doing a presentation at GCPA’s New Professionals Workshop. There is no set format for the presentation – do what you think will be effective to communicate the main message of the book you were assigned. The goal is to help the audience learn more about the book and how it can be helpful in their professional life. The only exception to the format is that this is not a chapter by chapter review. I would like a review of the main messages communicated by the book. Some things to think about could include (these are only suggestions, and not prompts for the presentation): What did you take away, what is helpful to student affairs, what do other students need to know?, What are the major themes of the book, etc. All parties are to be involved and a part of the presentation.

You will need to post your presentation to your respective Discussion Board and facilitate a conversation online that students can answer based on your presentation. For example, the group reading Generation on a Tightrope should post their PowerPoint video in the Generation on a Tightrope topic under the Book Review Presentations Forum.

The first thread should be the video. The second thread should be discussion questions. Each student will be required to respond to the discussion questions (5 points) for at least 5 of the 7 groups and the responses should be facilitated by the group. However, if you respond to all 6 groups discussion questions, you will receive 1 point extra credit.

The discussion responses should be at least 100 words. Keep in mind, not everyone will have read the book, so ensure your questions are broad yet informative.

The groups were randomly assigned by CourseDen and I went down the list with the corresponding group number to assign the book. The groups and assigned books are as follows:

Group 1: Victoria Chan, Tanya Weathersbee, Ashley Hodges

Group 2: Kelsey Morrissey, Jasmine Chinnery, Emily Richardson
Group 3: Will Evans, Tyler Till, Karen Busey

Group 4: Rebecca Whitley, Gina Bruce, Aubrey Duman

Group 5: R.J. Conroy, Jessica Ramirez Rios, Rae Ray

Group 6: Vanessa Patrick, Stacey Walkup, Kelsey Dillard

Group 7: Matika Holmes, Eric Cummings, DeMia Rogers

Journal Reflections (20 points [6, 7, & 7 points each])
During the course of this class, we will review various subcultures of the American College Student. Each week we will review a different group of students that may identify with a specific subculture. You will need to find at least three students who identify with three separate subcultures. You are free to choose the population you would like to interview: the only caveat is that you cannot interview a student who identifies with a subculture with which you identify. For example, earlier I explained I identify as a First Generation, Low Income, heterosexual white male. I would not be permitted to interview students who identify with any of these subcultures. It is important to remember these students are NOT speaking for a collection of students, but are speaking about their personal experience. I will provide you with some general prompt questions, and you are to reflect on the answers students provide. Please feel free to ask additional questions. You should have three journal entries and each will be due throughout the semester. Finally, use our theoretical framework as a guide for reflecting on these students’ experience (i.e. IEO Model and Tinto’s Theory of Student Departure).

College Student Diverse Populations Paper (20 Points)
The College Student Diverse Populations Paper is a culmination of your journal reflections. You are to compile your journal reflections into a paper and incorporate student development theory into each personal reflection excluding Tinto and Astin. Tinto and Astin should serve as the theoretical framework for interpreting the students’ current experience and outcome. Use additional theories to further understand the students’ current development and experience. There are three main pieces that need to be addressed for this assignment. Please identify how the theory relates to each student’s current experience as it pertains to his/her identity and campus experience, how can we as student affairs professionals use that theory to facilitate the student’s current development, and how the theoretical framework (Astin’s IEO and Tinto’s Student Departure Model) relate to your students.

There is an expectation that at least three different theories will be used during the paper to further explicate the students’ experience. Some theories will be more obvious than others such as Cross’ theory versus Schlossberg’s theory for certain populations. The paper should be in APA Format. There is no minimum or
maximum page length, but I would be surprised if this paper was less than 8 - 10 pages. You should also provide references for each theory and include a references page.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas, words, or information obtained from another person without giving proper credit to that person or source, including, but not limited to, providing quotation marks, page numbers, or other standards outlined by APA. Additionally, plagiarism occurs if a student uses words form a website in any form without giving proper credit. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog as well as at the discretion of the professor. Each case of plagiarism is unique and will be treated as such. Plagiarism is taken very seriously and will not be tolerated.

**Attendance:** Attendance for an online class is self-directed. The student is expected to regularly check CourseDen, watch the lectures, participate in discussions, and read the material provided. An online course can be a very difficult course if students are not engaged with the online content. It is my suggestion you allot yourself a “class time” each week where you read, watch videos, and complete assignments. You will also need to complete assignments outside of this allotted time, but this will help provide you with some specific guidance.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Late Work:** Late work is considered any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

If you believe work is going to be late, I highly recommend you contact me before it is late. Life happens, and I understand that life happens. I am more inclined to work with students when you communicate with me in advance, as opposed to weeks later.

**Professional Conduct:** At times, we will discuss very sensitive topics in class. Specifically, race, identity issues, and other areas that can be considered charged ideologies. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.
**Quality of Work:** This is a graduate level course; therefore, the level of work should represent the level of the course. There will be reading within this class as well as writing. Please plan accordingly. Additionally, the instructor reserves the right to significantly reduce a grade if the work is deemed unacceptable that falls outside of the rubric. The rubric is a guide, but if an assignment is far below the standards of the rubric, the instructor can alter the grade to reflect the quality of work.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. I will send emails through CourseDen and to your student email account. Please be sure to check your student email account. If you would like to forward your student email account, please contact ITS for instructions.

**TK20:** Failure to submit the research paper to TK20 will result in an F for the class.
## TENTATIVE CLASS OUTLINE

*All assignments are due by 11:59 PM EDT unless otherwise noted.*

<table>
<thead>
<tr>
<th>Class Session</th>
<th>To Prepare For Class*</th>
<th>Class Activities/Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2 – 8</td>
<td>R&amp;R Chapter 5*</td>
<td>Class Introduction</td>
<td>Autobiography Reflection (6/8)</td>
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<td></td>
<td>H&amp;Q Chapter 1*</td>
<td>Astin and Tinto Overview</td>
<td>Discussion Posts (6/13)</td>
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<td></td>
<td>R&amp;R Chapter 4* (optional)</td>
<td>Engagement</td>
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<td>June 9 – 15</td>
<td>R&amp;R Chapter 1</td>
<td>College Student Characteristics</td>
<td>Document Reflection (6/15)</td>
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<td>Trend Documents*</td>
<td>Enrollment</td>
<td>Group 5 (6/12 by 5 PM)</td>
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<td>Discussion Posts (6/15)</td>
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<tr>
<td>June 16 – 22</td>
<td>H&amp;Q Chapter 10</td>
<td>Race and Ethnicity</td>
<td>Group 1 (6/19 by 5 PM)</td>
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<td></td>
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<td>Sex</td>
<td>Discussion Posts (6/22)</td>
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<td>Journal Reflection 1</td>
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<tr>
<td>June 23 – 29</td>
<td>H&amp;Q Chapter 13</td>
<td>First Generation</td>
<td>Group 7 (6/26 by 5 PM)</td>
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<td>Low Income</td>
<td>Discussion Posts (6/29)</td>
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<td>Journal Reflection 2</td>
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<tr>
<td>June 30 –</td>
<td>H&amp;Q Chapter 2</td>
<td>LGBTQ</td>
<td>Happy Fourth of July</td>
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<td>July 6</td>
<td>H&amp;Q Chapter 4</td>
<td>International Students</td>
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<td>July 7 – 13</td>
<td>H&amp;Q Chapter 3</td>
<td>Disability &amp; Mental Health</td>
<td>Group 4 (7/10 by 5 PM)</td>
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<td>Veteran Students</td>
<td>Discussion Posts (7/13)</td>
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<td>Journal Reflection 3 (7/13)</td>
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<tr>
<td>July 14 – 22</td>
<td>H&amp;Q Chapter 12</td>
<td>Commuter Students</td>
<td>Group 3 (7/17 by 5 PM)</td>
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<td></td>
<td>R&amp;R Chapter 10</td>
<td>Future Students</td>
<td>Discussion Posts (7/22)</td>
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<td>Wrap Up</td>
<td>Group 6 (7/17 by 5 PM)</td>
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<td>Discussion Posts (7/22)</td>
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<td>Diverse Populations Paper (7/22)</td>
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H&Q indicates the:

R&R indicates the:

*Text is available on CourseDen*