

North Park University
The School of Business and Nonprofit Management

SBNM 5742
The Contemporary College Students

Spring, 2014
2 Hrs - Online

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Course Description:

Characteristics and attitudes of contemporary "traditional" and "non-traditional" college students will be examined. Major topics covered will include the impact of college environments on students, current issues and concerns, and implications for delivery of student services.

Purpose of the Course:

This course is designed to give graduate students a thorough understanding of "who" the current college students are in terms of individual and collective characteristics. This information will then be discussed in terms of implications for the effective delivery of student services.

Participant Learning Objectives:

Overarching Course Objectives:

- Work with others as a member of a team.
- Find and use resources for answering questions or solving problems.
- Analyze and critically evaluate ideas, arguments, and points of view.

Course Learning Objectives:

Over the last 55 years the composition of who goes to college has changed in profound ways. Once a domain of primarily white males from affluent backgrounds, higher education now welcomes students from different racial, age, ethnic, religious, and socio-economic backgrounds.

According to data from the National Center for Education Statistics:

- 36 percent of all undergraduate students are persons of color
- 58 percent are women
- 39 percent are 25 years of age or older.
- 59 percent of undergraduate students attend school part-time
- African-American, Hispanic, and American Indian students are more likely to attend college part-time
- 40 percent of undergraduate students are from low-income families. The majority of these students are women.
- 50 percent of low-income students are students of color
- About 1 in 6 first-year students are first generation, and are likely to be disadvantaged in comparison to students whose parents have college experience. First-generation students generally are:
 1. Less prepared academically
 2. Lower college GPA
 3. Less likely to persist
 4. Lower degree aspirations
 5. Challenged by the transition to college

As the college population has changed – especially within the last quarter century – campus environments have also changed to better respond to expanding needs of an increasingly diverse student population. Throughout the course we'll explore student culture, institutional culture/environments, and the student/institutional relationship from a variety of angles, focusing on three central themes:

- who goes to college
- how students' varied cultural backgrounds and experiences affect their engagement with college life
- how campus environments affects students' collegiate experiences

Following the successful completion of this course, students will be able to:

- Describe the demographic characteristics of today's college students.
- Explain how the campus environment shapes and influences students' learning and development
- Expand their awareness and knowledge of the racial identity development Model.

- Articulate how generations are defined and the characteristics of the various Generations.
- Describe the American youth culture and some of the influences, realities, challenges and promises on today's youth.
- Demonstrate how race and identity influence students' experiences with college life.
- Explore the impact of class and socio-economic variables on college attendance and access to college.
- Examine the needs and perspectives of first generation college students.
- Analyze and compare the experiences of students from various subpopulations, including differences related to age, disability, socio-economic status, religion, gender and race.
- Recognize the concerns relevant to adult college students that have implications for the effective delivery of student services.
- Analyze and describe the different student groups and subcultures on college and university campuses.
- Describe the characteristics of two-year college students.
- Describe the components of the Student Life division, campus culture, mission and identity, and expectations of two-year institutions.
- Propose strategies on how to create campus environments that foster success for a diverse student population, including fraternities and sororities.
- Explain how administrative policies and practices affect students' satisfaction with the campus environment.

Required Texts:

There are three required books for this course:

Renn, K.A., & Reason, R.D., (2013). College Students in the United States: Characteristics, Experiences, and Outcomes. San Francisco: Jossey-Bass. ISBN: 978-0-470-94720-3

Coomes, M.D., & DeBard, R. (Eds.) (2004, Summer). Serving the Millennial Generation. No. 106. San Francisco: Jossey-Bass. ISBN: 978-0-787-97606-4

Tatum, Beverly, D. (1997). Why are all the black kids setting together in the cafeteria? Basic Books. ISBN: 0-465-08361-7

In addition, I strongly suggest that you read, if you haven't already, the Chronicle of Higher Education. We will likely refer to articles in the Chronicle throughout the course.

Throughout the course you may also want to investigate the following websites, all of which are good resources for information about higher education and college students.

American Association for Higher Education	www.aahe.org
American Council on Education	www.acenet.edu
American Educational Research Association	www.aera.net/divisions/
Association of College Personnel Administrators	www.myacpa.org
Association for the Study of Higher Education	www.ashe.ws
Diverse American Indian	www.diverseeducation.com/AmericanIndianNews
Diverse Hispanic	www.diverseeducation.com/hispanichighered.asp
Diverse Issues in Higher Education	www.diverseeducation.com
Hispanic Outlook	ww.hispanicoutlook.com/
Inside Higher Education	www.insidehighered.com
National Association of Student Personnel Administrators	www.naspa.org
National Center for Education Statistics (IPEDS)	http://nces.ed.gov/ipeds/
National Survey of Student Expectations (NSSE)	http://nsse.iub.edu/index.cfm
The Chronicle of Higher Education	www.chronicle.com
The College Board	www.collegeboard.com/
The Journal of Blacks in Higher Education	www.jbhe.com/

www.Studentaffairs.com

A privately maintained site with excellent links, including instructions to sign up for listservs related to student affairs

www.Higher-Ed.org

A private higher education resource site with links to many useful and interesting higher education sites

ONLINE COURSE TEACHING AND LEARNING METHODS

This course is offered in an intensive online format, and it is very important that you keep current with reading assignments and online discussions of the reading. To pass the course, you must complete the assigned readings each week. While the readings offers us (as a class) a common foundation with which to explore our thinking, the readings themselves do not determine or create thinking – rather, that is your job as a learner. Therefore, I encourage you to read critically, think about how the readings interact with your previous beliefs and professional practice, and perhaps reflect on the following questions:

- Do I understand what is being explained?
- Do these ideas fit my experience?
- Do they change how I think about issues?
- What are the implications of these ideas on my practice in higher education?
- What are the issues that emerge from these concepts and ideas?

Each week's discussion draws directly from the readings, and your posts should incorporate important points from the readings in order to receive the maximum points.

Successful completion of the assignments in this course requires thorough preparation, critical analysis, and reflection, which, in turn, demand an adequate allocation of time and effort.

There is simply no shortcut to producing good, thoughtful work. As a result, I expect you to put forth an honest and enthusiastic effort towards your performance in the course.

Weekly Course Schedule

Each week, I will post questions on the course site to stimulate discussion on that week's reading. Think of this dialogue as discussion that might take place in a classroom. As a result, you may respond directly to the question asked, but I also expect that you will respond to the thoughts and ideas presented by your colleagues. Indeed, the more robust the discussion on particular topics, the greater opportunity for learning.

Beginning with week two, two or three students will be assigned each week to serve as discussion leaders. In this role, it is your responsibility to provide the opening "posts" to the week's discussion questions by Wednesday, midnight and to summarize key points at the end of the week. In your summary, you will highlight key points for each question from the discussion board in such a way that if someone walked up to you and asked what our class discussed during the week, you could provide them with the summary and they would have a good sense as to our discussion. The summary will be posted by Monday morning 8:00 a.m.

I've provided below a "standard operating procedure" for our weekly reading assignments and online discussion. As professional courtesy to your class colleagues (and as a means of facilitating discussion), please strictly adhere to the deadlines established.

- Complete all assigned readings and initial posts for the week no later than **Wednesday** midnight. Please note it is essential that you complete your assigned readings for each week as early as possible in order to provide meaningful and substantive discussion comments. Remember, you should spend time thinking and reflecting on the readings before posting.
- The week's discussion begins **Sunday** of each week.
- The week's discussion ends (and the discussion forum closes) at midnight CT on **Saturday**.
- Weekly discussion leaders will post the summary by **Monday** at 8:00 a.m.
- At the close of the postings, I will review your posts for the week and assign your weekly points by **Tuesday** midnight CT (which you can review at the grade book section of the course site).

Please note that as the course progresses your posts should reflect your growing understanding of college students. As a result, your posts may refer to previously covered topics that are germane to the issues we are discussing that week.

In order to maximize your learning and facilitate an enjoyable and smooth educational experience for all of us, it's extremely important that we are comfortable with certain expectations and responsibilities important in an online course. I've outlined below several

rubrics which will guide our time together and inform our dialogue. Please carefully review them, and contact me immediately if you are uncomfortable with the expectations.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Current-Students/Computer-Services/Network/Minimum-Requirements.aspx> for information on computer requirements.

Prerequisites:

This course has no course prerequisites. All directions and support are provided for the assignments in this course. However, it is expected that participants know how to perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, performing web searches, accessing and creating PowerPoint presentations.

Student Expectations and Responsibilities

1. Your presence online is required for this course. You are expected to log into the course site a *minimum* of 3 times per week and are expected to post a substantive contribution to the discussion. Simply saying “I agree” is not considered a substantive contribution (see *Guidelines for Writing Good Discussion Comments* in the Course Information section on Moodle for more detail and examples of “good” posts). In most cases, simply relating your professional or collegiate experiences without reference to the readings is not considered a substantive post.
2. Each week, your **initial** post is due by midnight on **Wednesday**. Also, you have until midnight on **Saturday** to respond to at least **two** posts from your classmates.
3. We are a learning community (we learn from one another), and professional courtesy dictates that you will reflect on (and respond to) the remarks of your classmates throughout the week, just as they will reflect on and may respond to your observations. Therefore, it’s unfair to your classmates to post “all at once” or post the majority of your comments late in the week – say, on Friday. Posting your initial post on Friday means your classmates have little time – if any – to read, reflect upon, and respond to your postings. As a result, I grant little credit for posts that are made all at once, or when a majority of posts are made on Friday.
4. In order to receive the maximum points for each week’s discussion forum, your posts need to respond to the guidelines outlined in Criteria for Grading Moodle Discussion Forum Participation, which is located in the syllabus. Please also remember the golden rule for online posting: The quality of comments is more important than the quantity. As a result, your post should rarely exceed 250 words.

5. If you don't feel that you will be able to post frequently throughout the week, I suggest – in fairness to yourself and your course colleagues – that you drop the course.
6. Although I suggest that all issues, questions, and problems be dealt with online, you may contact me regarding course issues at any time (please no phone calls after 9 p.m. CT).
7. It is imperative that you practice good netiquette (see *A Guide to Netiquette* in the Course Information section on Moodle). Please be aware that I have zero tolerance for inappropriate netiquette.
8. We are all busy professionals, and unexpected situations sometimes arise that may compromise your ability to make posts as promptly as you might like (e.g. business trips, illness, computer glitch). Please be aware, however, that the learning of your colleagues will be disrupted by your tardiness. Because of this, and given that maximization of student learning is my ultimate goal for the course, no late posts will be accepted for course credit.
9. As I mentioned earlier, we are community of learners. Just as you will learn from your colleagues, they will learn from you. As a result, it's essential – both for your learning and your colleagues – that you enthusiastically participate in all facets of the course. If circumstances in your personal/professional life preclude you from making a serious commitment to the course, it's not fair to you or your peers in the course. Therefore, if any of the following circumstances apply I strongly suggest you take the course at another time, and when you can devote to it your full attention:
 - * You do not have access to a computer at home.
 - * You do not have the time to take a face-to-face course. If you don't have time to take a face-to-face course, you certainly won't have the time to take an online course. Please note this is not a scheduling issue – this is a time issue. Expect to devote 11-13 hours per week towards this course.
 - * You expect this course to be easier than a face-to-face course (as former students will testify, an online course is often more time-intensive).
 - * You expect to spend **ANY** length of time away from a computer with an internet connection. This is a course with regular due dates and commitments, and I do not accept late posts or assignments.

Course Facilitator Responsibilities and Expectations

True to my constructivist approach toward teaching and learning, I see my role in this course as your “learning facilitator.” I do not see my role as one that requires me to respond to every post – or every third post, for that matter. I will be active in this course (assessing assignments, posting discussion questions, visiting the discussion boards, etc.) on Wednesdays, Fridays, and Sundays.

Specifically, you can expect from me:

1. To design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. To not lead the online discussion; rather I will provide reactions to your responses and discussion as appropriate in order to clarify important ideas and concepts.
3. To provide relevant readings and assignments, including updated information on relevant resources for the various topics of interest.
4. To read and critically assess your assignments and provide feedback within 5-7 days of receipt.
5. To respond to all student correspondence within 48 hours of receipt.
6. To evaluate student progress in the course and provide a final evaluation for each student (in addition to the assignment of a letter grade).

EVALUATION METHODS & EXPLANATION OF ASSIGNMENTS

I believe that evaluation methods should serve as an enriching activity that achieves three outcomes:

1. Allow you to demonstrate your understanding of the material
2. Provide for critical and constructive feedback that further clarifies and enhances understanding
3. Promotes self-knowledge through self-reflection of what is learned, and the implications this learning may have for continued professional growth and development

I will provide you with timely feedback regarding your work. Just as critically reflective professionals carefully evaluate feedback regarding their performance, I expect that you, too, will reflect on the feedback I provide to enhance your engagement with course content.

To provide evidence of understanding, I will ask each of you to complete several assignments throughout the course. Each assignment will allow you to demonstrate your understanding of college students and college environments, explore the relevance of these understandings to your personal and professional experiences, and promote reflection on the implications your understandings may have for your professional practice. The assignments that you complete throughout the course will comprise your “learning portfolio.” Elements of the learning portfolio include items on the following chart.

Portfolio Items	Due Date	Points Possible
Moodle posts in response to readings and colleagues’ observations & discussion	All initial posts must be made by Wednesday, midnight CT and 2 response postings by	5 points/week = 35 points for posts + 5 points for serving as

leader	Saturday, midnight.	discussion leader – Summary posted by Monday, 8:00 a.m.
Transition to College	March 22 by 12 midnight CT	15 points
Characteristics of Today's College Students	March 29 by 12 midnight CT	15 points
Teach Us Session	Saturdays by 12 midnight CT (Dates: 3-29; 4-5; 4-12; 4-19; 4-26; 5-3)	25 points
Construction of life story/educational narrative	April 26 by 12 midnight CT	15 points
Professional Assessment Commentary	May 5 by 12 midnight CT	15 points
		125 Total Points

Moodle posts and discussion leader

You will receive up to a maximum of 5 points for each of the following week's discussion forums. Please refer to the section "Criteria for Evaluation" below for information on how I will grade posts. In addition, you will receive up to a maximum of 5 points for serving as forum discussion leader for one week. In this role, it is your responsibility to provide the opening "posts" to the week's discussion questions and to summarize key points by Monday morning at 8:00 a.m. In your summary, you will highlight key points for each question from the discussion board in such a way that if someone wondered what our class discussed during the week, the summary would provide a good sense as to our discussion.

Transition to College

- Identify a group of students who are underrepresented on your campus or the undergraduate institution you attended. This group could comprise students with learning disabilities; American Indian students; lesbian, gay, bisexual, and transgender students; or Asian American students, or it could be any group of students that makes

sense for your institution. What does the research suggest are major obstacles to successful transitions to higher education (broadly) and your institution (specifically) for this group of students? Design an intervention that would assist students in this group to transition more easily to your institution. Articulate your rationale for designing this intervention and why you believe it will be effective. (6 pages)

Characteristics of Today's College Students

- Identify an institution you would like to explore; it can be one you attended, your current institution, or one at which you hope to work someday. Explore the data concerning student characteristics available on the institutional Web site. Think about how the institution displays this information and what questions are left unanswered by these available data. Using the information available in this chapter and data from other Web sites, determine how well the institution's student population represent the general population of the region in regard to demographic characteristics important to you. (5 pages)

Teach us sessions

- For this portfolio item, you will form a collaborative work group of two or three people; read one book from the list below, and "teach" the book to your classmates. I strongly encourage you to approach this assignment with intellectual curiosity and a degree of scholarly playfulness. As such, the format you use to "teach" your book is entirely up to you. You may, for instance, create a PowerPoint presentation and post it to the course site. I will evaluate your teach us session on the basis of two criteria:
 1. how accurately the presentation depicts the overall theme and key idea(s)
 2. the creativity of the presentation in facilitating understanding among other students

The teach us session must be posted by 12 midnight on Saturday of the week it is due. Please note that groups may not choose the same book. Therefore, it's important that you form your group soon after the start of the course and email me your book choice. First come, first served!

Please prepare your "teach us" session on one of the following books. I strongly suggest you purchase your chosen book for this assignment from Amazon.com or another bookseller, as the North Park bookstore does not carry them.

- Levine, A. & Dean, D.R., (2012). Generation on a Tightrope: A Portrait of Today's College Student. San Francisco: Jossey-Bass. ISBN: 978-0-47-037629-4 **Strongly recommended**

- Williams, D.A., (2013). Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. Stylus Publishing, LIC. ISBN: 978-1-57922-819-4 **Strongly recommended**
- Dungey, G.J., & Ellis, S.E., (2011). Exceptional Senior Student Affairs Administrators' Leadership: Strategies and Competencies for Success. NASPA – Student Affairs Administrators in Higher Education. ISBN: 978-0-931654-50-3 **Recommended**
- Sax, L., (2008). The Gender Gap in College: Maximizing the Development Potential of Women and Men. San Francisco: Jossey-Bass. ISBN: 978-07879-6575-4
- Bowen, W.G., Kurzweil, M.A., & Tobin, E.M., (2005). Equity and Excellence in American Higher Education. University of Virginia Press. ISBN: 0-8139-2350-6
- Winkle-Wagner, R., (2009). The Unchosen Me: Race, Gender, and Identity Among black Women in College. The John Hopkins University Press. ISBN-13: 978-0-8018-9354-4
- Selingo, J.J., (2013). College (UN) Bound: The Future of Higher Education and What it means for Students. New Harvest Houghton Mifflin Harcourt. ISBN: 978-0-544-02707-7 **Strongly Recommended**
- Ching, D., & Agbayani, A., (2012). Asian Americans and Pacific Islanders in Higher Education: Research and Perspective on Identity, Leadership, and Success. NASPA – Student Affairs Administrators in Higher Education. ISBN: 978-0-931654-60-2
- Strayhorn, T.L. & Terrell, M., (2010). The Evolving Challenges of Black College Students: New Insights for Practice and Research. Stylus Publishing, LIC. ISBN: 978-1-57922-246-1 **Recommended**
- Ortiz, A.M. & Santos, S.J., (2009). Ethnicity in College: Advancing Theory and Improving Diversity Practices on Campus. Stylus Publishing, LIC. ISBN: 978-1-57922-322-8
- Smith, D.G. (2009). Diversity's Promise for Higher Education: Making It Work. The John Hopkins University Press. ISBN-13: 978-0-8019-9316-2
- Seaman, B. (2005). Binge: What your college student won't tell you. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0471491194
Summary: A former journalist and current college trustee details contemporary life on college campuses.

Construction of life story/educational narrative

For this portfolio item, I want you to interview a graduate or undergraduate student who is quite different from you. You may select from a plethora of student groups, including (but not limited to) the following:

1. Adult student
2. Student of color
3. LGBT student
4. Student representing a diverse religious background
5. International Student
6. Fraternity or sorority member
7. First generation and/or low-income student
8. Commuter student
9. Physically disabled/challenged student
10. Seminarian
11. Student leader in student government or student affairs
12. Academically gifted student

Your interview should focus on learning more about the person's life story and their unique narrative. During your interview, be sure to ask questions about why they chose to go to college (and their impression of college growing up), why they chose the college they did, challenges they experienced during college, what they most enjoyed about their college experience, and what advice they would give higher education faculty and staff who work with members of their group.

Once you have completed the interview, please construct a narrative about that person, preferably writing the story in the interviewee's voice. In other words, construct a first-person account of your interviewee using his or her voice and from his or her perspective. This technique will help place you in your interviewee's shoes, and to consider issues in the context of their experience. (5 pages)

Professional assessment commentary

For this portfolio measure, I ask that you respond to three of the questions listed below. All of the questions should encourage you to reflect on your continued development as higher education professionals. I expect that your responses will demonstrate careful thinking and offer examples to support your assessments. The most thoughtful commentaries usually require 2 pages each. **Please respond to three of the following questions:**

1. What are the two or three most important things you have learned in this course?
2. What are two or three things that you want to work on in your professional setting as a result of this course? Be specific. Why?

3. Reflect on one of the portfolio items you completed for this class, and write responses to the following queries:
 - i. What challenges did you face in writing (or teaching) this item? Why do you think this was so?
 - ii. What solutions did you use to address these challenges?
4. What assignment did you find most challenging and why? What assignment are you the most proud of and why?
5. Compose an assignment that you would give to another person in this class that, in your opinion, would demonstrate that he or she had developed a solid understanding of one or more of the concepts covered in this course. In addition, provide thoughtful commentary on why you chose to require such an assignment.

EVALUATION CRITERIA

Criteria for Grading Moodle Discussion Forum Participation

Your discussion board postings should be thorough and thoughtful. Just posting an “I agree/disagree with your comment” or an “I think the same” to someone else’s thoughts is not considered to be an adequate response. At the same time, I do not encourage “excessive” posting. You should be able to make a substantive posting in 250 words or less (roughly two-three paragraphs). It must be obvious from your postings that you have read and that you comprehend the assigned readings for the week. Your posts will be graded on a weekly basis according to the posted rubrics on Moodle.

Computation of course grades

At the completion of this course, you will receive a letter grade reflecting your performance in the course. Letter grades will be awarded according to the existing policies of the School of Business and Nonprofit Management. The final course grade will be computed according to the total number of points earned for all assignments, and a letter grade will be assigned as follows.

Points	Letter grade	Points	Letter grade
121 – 125	A	100 – 103	C+
116 – 120	A-	96 – 99	C
112 – 115	B+	91 – 95	C-
108 – 111	B	< 91	F
104 – 107	B-		

Submission of work

Written assignments are expected to be turned in on time, and be double-spaced with 1" margins. **As a matter of fairness and professional integrity to your peers in the course, assignments submitted late will be penalized one full letter grade (e.g. A to B) for each 24 hour segment the assignment is not turned in, up to 72 hours after the due date. After 72 hours from the original due date/time, no assignments will be accepted.** Assignments will be considered late if they are emailed to me past the date/time (Central Standard Time!) as noted in the syllabus. I strongly encourage you to complete assignments ahead of the due date so sudden, unforeseen circumstances do not preclude you from competently completing and submitting on time your assignments.

Please submit all your assignments via Moodle.

Support Services:

Please see the Course Information resource in your course for the Student Support document if you need assistance during your course.

Students with disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Academic Services at 773-244-5737, advising@northpark.edu or stop by the office located on the 2nd floor of the Student Services Building. Also, you can contact your program's office:

- Business: (773) 244-6270
- Education: (773) 244-5730
- Nursing: (773) 244-5680
- School of Adult Learning: (773) 244-5769
- Seminary: (773) 244-5619

Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website:

. <http://www.northpark.edu/campus-Life-and-Services/disability-resources>

Academic honesty:

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as I will constantly strive to live up to these high standards, I expect you to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. My definition of cheating includes but is not limited to:

- Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog. In conclusion, it is North Park’s mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. Therefore, I expect the highest standards of you in this regard.

CAUSES OF PLAGIARISM & HOW TO SITE YOUR WORK

Note: Much of the content in this section is borrowed from Louise Ripley, York University, 2006

References

Cite the source of any information you obtain directly from a source, including statistics, and people with whom you speak. This obviously applies to direct quotes, but it also applies to concepts outside the realm of common knowledge, original ideas, and unusual ways of describing something. If you don't cite your source, even if you use an idea you heard from someone else, it is plagiarism.

I encourage you to use the APA (American Psychological Association) format; it is simpler for the writer than the old-fashioned footnote and easier for the reader. Immediately after the segment you are quoting, right in the body of the paper, put the author, date of publication, and page number in parentheses; then be sure to include in your section called "References" the full reference to any work you cited in the body of the paper.

Attendance Policy

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

CLASS SCHEDULE & ASSIGNMENTS

March 16 – March 22

Week/Module #1: Identity Development and Characteristics of Today's College Students

Student Learning Objectives:

- Upon completion of this week's module, students will be able to:
 - a. Describe the current characteristics of today's college students.
 - b. Explain how the experiences, attitude and beliefs shape and influence students' learning and development
 - c. Expand your awareness and knowledge of the racial identity development Model.
 - d. Explain how cognitive, moral and psychosocial development influence students' learning and development

Assignment	Due Date	Format	Point Value
Introduction Discussion	Wednesday, March 19 by midnight	Discussion Forum	0
Discussion Forum #1	Wednesday, midnight ending Saturday, March 22 by midnight	Discussion Forum	5
Characteristics of Today's College Students	Saturday, March 22 by midnight	Written Assignment	15

Required Readings

Texts

- Renn & Reason: College Students in United States: Characteristics, Experiences and Outcomes – Chapter 7: College Student Development Theories (pages 134-168). Chapter 9: Student Outcomes (pages 211-216).
- Tatum: Why are all the black kids sitting together in the cafeteria? Part I, Chapter 2 (pp. 18-28), Part II, Chapters 4-5 (pp. 52-90).

Online Readings (access through North Park's library)

- Hansen, Edmund, J. Essential demographics of today's college students (January 1, 1998) *Journal of Family and Consumer Sciences*.
- Magolda, P.M. (2001, January-February). What our rituals tell us about community on campus: A look at the campus tour. *About Campus*, 2-8.
- Veltri, S., Banning, J.H., Davies, T.G. The Community College Classroom Environment (September, 2006). *College Student Journal*. 40(3).

Discussion board posting assignments

- Discussion Forum: Introduce yourself
- Discussion Forum #1 (respond to week's questions)

Date/Time due (all times CT)

Wednesday, 3/20 by Midnight
Wednesday, midnight ending
Saturday, 3/22 by 12 Midnight

Written Assignment

- Characteristics of Today's College Students

Saturday, 3/22 by 12 midnight

- Video assignment:

Watch *A Vision of Students Today* on YouTube

at: <http://www.youtube.com/watch?v=dGCJ46vyR9o>

Saturday, 3/22 by 12 midnight

Other Activities:

- Students are expected to form groups of two or three students and select a book for the "Teach Us Session" by Saturday, March 22, 2014 by midnight. Also, during the first week, I will select students to serve as discussion board leaders.

March 23 – March 29

Week/Module #2: American youth culture: It's Millennials

Student Learning Objectives:

- Upon completion of this week's course module, students will be able to:
 - a. Articulate how generations are defined and the characteristics of Generation X and Generation Y (Millennials)
 - b. Describe the American youth culture and some of the influences, realities, challenges and promises on today's youth.

Assignment	Due Date	Format	Point Value
Discussion Forum #2	Wednesday, midnight ending Saturday, March 29, midnight	Discussion Forum	5
Discussion Forum Leader	Monday, March 31, 8:00 a.m.	Discussion Forum	5
1. Generation on a Tightrope: A Portrait of Today's College Student 2. Exceptional Senior Student Affairs Administrators' Leadership: Strategies and Competencies for Success	Saturday, March 29, midnight	Teach Us Session	25
Transition to College	Saturday, March 29, midnight	Written Assignment	15

Required Readings

Text

- Coomes & DeBard, *Serving the Millennial Generation*, chapters 1-7

Online Readings (access through North Park's library)

- Coburn, K.L. (2006, July-August). Organizing a ground crew for today's helicopter parents. *About Campus*, 9-16.
- Howe, N. (Sept. 2005). Harnessing the power of Millennials: New education strategies for a confident, achieving youth generation. *School Administrator*, 62(18).
- Lum, L. (2006, November 16). Handling helicopter parents. *Diverse: Issues in Education*, 23(20).
- Sax, L.J. (2003, July-August). Our incoming students: What are they like? *About Campus*, 15-19.
- How the new generation of well-wired multitaskers is changing campus culture. (2007, January 5). *The Chronicle of Higher Education*, 53(18).
- Pew Research Center for the Public and the Press. (January 9, 2007). A portrait of "Generation Next: How young people view their lives, futures and politics (Executive Summary).

Discussion board posting assignment due dates

Date/time due

- Discussion Forum #2 (respond to weeks questions) Saturday, 3/29 by midnight

Other Assignment:

- Teach Us Session Saturday, 3/29 by 12 midnight
 1. Generation on a Tightrope: A Portrait of Today's College Student
 2. Exceptional Senior Student Affairs Administrators' Leadership: Strategies and Competencies for Success

Written Assignment

- Transition to College Saturday, 3/29 by 12 midnight

March 30 – April 5

Week/Module #3: Who Goes to College: First generation and low income students?

Student Learning Objectives:

- By completion of this week’s module, students will be able to:
 - a. Demonstrate how race and identity influence students’ experiences with college life.
 - b. Explore the impact of class and socio-economic variables on college attendance and access to college.
 - c. Examine the needs and perspectives of first generation college students.

Assignment	Due Date	Format	Point Value
Discussion Forum #3	Wednesday, midnight ending Saturday, April 5, midnight	Discussion Forum	5
Discussion Forum Leader	Monday, April 7, 8:00 a.m.	Discussion Forum	5
1. Strategic Diversity Leadership: Activating Change and Transformation in Higher Education 2. Equity and Excellence in American Higher Education	Saturday, April 5 by midnight	Teach Us Session	25

Required Readings

Online Readings (access through North Park’s library)

- U.S. Higher-Education System Perpetuates White Privilege, Report Says – Students. *Chronicle of Higher Education*. July 31, 2013.

Online Readings (access through North Park’s library)

- Howard, A. (November/December 2001). Students from poverty: Helping them make it through college. *About Campus*, 6 (5), 5-12.

- Merullo, R. (2002, June 14). The challenge of first-generation college students. *Chronicle of Higher Education*, 48(40).
- The Pell Institute. (2008). *Moving Beyond Access: College Success for Low-Income, First Generation Students*.
- Rodriguez, S. (September/October 2003). What helps some first generation college students succeed? *About Campus*: 17-22.
- Sacks, P. (2003, July 25). Class rules: The fiction of egalitarian higher education. *Chronicle of Higher Education*, 49(46).
- Wyner, J.S., Bridgeland, J.M., DiIulio, Jr., J.J. (2007). Achievement trap: How America is failing millions of high-achieving students from low-income families.
- National Center for Education Statistics. (2005). First-generation students in postsecondary education: A look at their college transcripts.

Discussion board posting assignment due dates

Date/time due

- Discussion Forum #3 (respond to week's questions)

Saturday, 4/5 by 12 midnight

Other Assignment:

- Teach Us Session

Saturday, 4/5 by 12 midnight

1. Strategic Diversity Leadership: Activating Change and Transformation in Higher Education
2. Equity and Excellence in American Higher Education

April 6 – April 12

Week/Module #4: Diverse students, diverse stories: African-American, Latino, Asian, and American Indian students

Student Learning Objectives:

- By completion of this week’s module, students will be able to:
 - a. Analyze and compare the experiences of students from various subpopulations, including race and gender.

Assignment	Due Date	Format	Point Value
Discussion Forum #4	Wednesday, midnight ending Saturday, April 12, midnight	Discussion Forum	5
Discussion Forum Leader	Monday, April 14, 8:00 a.m.	Discussion Forum	5
1. Asian Americans and Pacific Islanders in Higher Education: Research and Perspective on Identity, Leadership, and Success 2. The Evolving Challenges of Black College Students	Saturday, April 12 by Midnight	Teach Us Session	25

Required Readings

Text:

- Renn & Reason: College Students in United States: Characteristics, Experiences and Outcomes – Chapter 5: College Enrollment (Pages 82-113).

Required Readings

1. Fries-Britt, S.L., & Turner, B. (2001, September-October). Facing stereotypes: A case study of black students on a white campus. *Journal of College Student Development*, 42(5), 420-429.

2. Lagdameo, A., et al. (Spring, 2002). Voices of Asian-American students. In *New Directions for Student Services*, no. 97 (pp. 5-10). San Francisco: Jossey-Bass.
3. Rodriguez, A.L., Guido-Dibrito, F., Torres, V., & Talbot, D. (2000). Latina college students: Issues and challenges for the 21st Century. *NASPA Journal* 37(3), 511-527.
4. Torres, V. (May-June 2003). Mi casa is not exactly like your house. *About Campus* 8(2): 2-7.

Online Readings (access through North Park's library)

- Lagdameo, A., et al. (Spring, 2002). Voices of Asian-American students. In *New Directions for Student Services*, no. 97. San Francisco: Jossey-Bass.
- Lowe (Navajo), Shelly C. (Spring, 2005). This is who I am: Experiences of Native American Students. In *New Directions for Student Services*, no. 109. San Francisco: Jossey-Bass.
- Suzuki, B.H. (Spring 2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. In *New Directions for Student Services*, no. 97 (pp. 21-32). San Francisco: Jossey-Bass.

Required viewing on Moodle:

- Skin Deep: College Students Confronting Racism

Discussion board posting assignment due date

- Discussion Forum #4 (respond to week's questions)

Date/time due

Saturday, 4/12 by 12 midnight

Other Assignment:

- Teach Us Session Saturday, 4/12 by 12 midnight
 1. Asian Americans and Pacific Islanders in Higher Education: Research and Perspective on Identity, Leadership, and Success
 2. The Evolving Challenges of Black College Students

April 13 – April 19

Week/Module #5: Adult learners, students with disabilities, and LGBT students

Student Learning Objectives:

- By completion of this week’s module, students will be able to:
 - a. Recognize the concerns relevant to adult college students that have implications for the effective delivery of student services.
 - b. Analyze and describe the different student groups and subcultures on college and university campuses.

Assignment	Due Date	Format	Point Value
Discussion Forum #5	Wednesday, midnight ending Saturday, April 19, midnight	Discussion Forum	5
Discussion Forum Leader	Monday, April 21, 8:00 a.m.	Discussion Forum	5
1. College (UN) Bound: The Future of Higher Education and What it means for Students 2. The Unchosen Me: Race, Gender, and Identity Among black Women in College	Saturday, April 19 by Midnight	Teach Us Session	25

Required Readings

Text:

- Renn & Reason: College Students in United States: Characteristics, Experiences and Outcomes – Chapter 1: Characteristics of College Students in the United States (Pages 11-12, 12 & 17-18).

Online Readings (access through North Park's library)

- Beilke, J.R., Yssel, N. (September, 1999). The chilly climate for students with disabilities in higher education. *College Student Journal*, 33(3).
- Fairchild, E. (Summer, 2003). Multiple roles of adult learners. In *New Directions for Student Services*, no. 102 (pp. 3-16). San Francisco: Jossey-Bass.
- Kasworm, C.E. (Summer, 2003). Setting the stage: Adults in higher education. In *New Directions for Student Services*, no. 102 (pp. 3-16). San Francisco: Jossey-Bass.
- McCune, P. (May/June, 2001). What do disabilities have to do with diversity? *About Campus*, 6(2), 5-12.

Discussion board posting assignment due date

Date/time due

- Discussion Forum #5 (respond to week's questions) Saturday, 4/19 by 12 midnight

Other Assignment:

- Teach Us Session Saturday, 4/19 by 12 midnight
 1. College (UN) Bound: The Future of Higher Education and What it means for Students
 2. The Unchosen Me: Race, Gender, and Identity Among black Women in College

April 20 – April 26

**Week/Module #6: Two-year college students: Multiple missions, diverse students
Transfer students**

Student Learning Objectives:

- By completion of this week’s module students will be able to:
 - a. Describe the characteristics of two-year college students.
 - b. Describe the components of the student life division, campus culture, mission and identity, and expectations of two-year institutions.

Assignment	Due Date	Format	Point Value
Discussion Forum #6	Wednesday, midnight ending Saturday, April 26, midnight	Discussion Forum	5
Discussion Forum Leader	Monday, April 28, 8:00 a.m.	Discussion Forum	5
3. Ethnicity in College: Advancing Theory and Improving Diversity Practices on Campus 4. Diversity’s Promise for Higher Education: Making It Work	Saturday, April 26 by Midnight	Teach Us Session	25
Construction of life story/educational narrative	Saturday, April 26 by Midnight	Written Assignment	15

Required Readings

Text:

- Renn & Reason: College Students in United States: Characteristics, Experiences and Outcomes – Chapter 4: Transition to College (Pages 63-78).

Online Readings (access through North Park's library)

- Ashburn, Elyse. (2007, October 26). A 2-year start on the future. *Chronicle of Higher Education*, 54(9).
- Ashburn, Elyse (Nov., 2007). Some Community-College Students Fall through the Cracks in Their First Month Preview. *Chronicle of Higher Education*, 54(12).
- Caporrimo, Rosaria. (Jan. 2008). Community college students: Perceptions and Paradoxes. *Community College Journal of Research and Practice*, v32 n1 p25-37.
- Jenkins, R. (2005, September 30). Know thy students. *Chronicle of Higher Education*, 52(6).
- Handel, S.J. (2007, October 26). Transfer students apply to college, too. How come we don't help them? *Chronicle of Higher Education*, 54(9).
- Nomi, Takako. Faces of the Future: A Portrait of First-Generation Community College Students. *American Association of Community Colleges*. 2005
- Urso, D. & Sygielski, J. (Winter, 2007). Why community college students make successful transfer students. *Journal of College Admission*, 194.

Discussion board posting assignment due date:

Date/time due

- Discussion Forum #6 (respond to week's questions) Saturday, 4/26 by 12 midnight

Other Assignment:

- Teach Us Session Saturday, 4/26 by 12 midnight
 1. Ethnicity in College: Advancing Theory and Improving Diversity Practices on Campus
 2. Diversity's Promise for Higher Education: Making It Work

Written Assignment:

- Construction of life story/educational narrative Saturday, 4/26 by 12 midnight

April 27 – May 3

Week/Module #7: Campus sub-cultures: The Greek system Aligning student and institutional views and expectations

Student Learning Objectives:

- By completion of this week’s module, students will be able to:
 - a. Propose strategies on how to create campus environments that foster success for a diverse student population, including fraternities and sororities.
 - b. Explain how administrative policies and practices affect students’ satisfaction with the campus environment.

Assignment	Due Date	Format	Point Value
Discussion Forum #7	Wednesday, midnight ending Saturday, May 3, midnight	Discussion Forum	5
Discussion Forum Leader	Monday, May 5, 8:00 a.m.	Discussion Forum	5
1. The Gender Gap in College: Maximizing the Development Potential of Women and Men 2. Binge: What your college student won't tell you.	Saturday, May 3 by Midnight	Teach Us Session	25
Professional Assessment Commentary	Monday, May 5 by Midnight	Written Assignment	15

Online Readings (access through North Park's library)

- Kuh, G., Pascarella, E.T., and Wechsler, H. (1996, April 19). The questionable value of fraternities. *Chronicle of Higher Education*
- Michael, J. (April 20, 1998). Social researchers show the benefits of fraternities and sororities. *New University newspaper*.
- National Survey of Student Engagement. (2006). *Engaged Learning: Fostering Success for All Students*. Bloomington, IN: Indiana University, Center for Postsecondary Research. Please skim this report.

Discussion board posting assignment due date:

Date/time due

- Discussion Forum #7 (respond to week's questions) Saturday, 5/3 by 12 midnight

Other Assignment:

- Teach Us Session Saturday, 5/3 by 12 midnight
 1. The Gender Gap in College: Maximizing the Development Potential of Women and Men
 2. Binge: What your college student won't tell you.

Written Assignment:

- Professional Assessment Commentary Monday, 5/5 by 12 midnight