

**FALL 2016**  
**Special Topics in College Student Affairs:**  
**COLLEGE STUDENTS IN THE US**

15:245:641:01

3.0 Credits

Wednesday, 9:00-11:40 a.m, Rm 347

Instructor: Ifeyinwa Onyenekwu, Ph.D.	Email address: ifeyinwa.onyenekwu@gse.rutgers.edu
Phone Number: 848- 932-0848	10 Seminar Pl Rm 343
Office Hours: By Appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

**Course description:**

This course examines foundational and new theories about college students in the United States with a focus on contemporary and anticipated student demographic and enrollment trends; campus culture, student life, and college outcomes. The course explores the diversity of students in higher education, the influence of institutional types, college student culture, the influence of socioeconomic differences on college enrollment and institutional policies and practices that enhance student learning, retention, and graduation.

**Textbooks:**

Felton et al. (2016). *The undergraduate experience: Focusing institutions on what matters most*. San Francisco, CA: Jossey – Bass.

Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. Cornell University Press: Ithaca, NY.

Quaye, S. J., & Harper S. R. (2015). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse population (2nd ed.)*. New York, NY: Routledge.

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

**Learning Goals:**

Students will learn:

1. Characteristics of college students in the United States
2. Demographic and cultural/social difference among student groups
3. How college environments influence student behavior
4. The transition students make to college
5. Reasons why students leave college without graduating
6. Learning outcomes associated with college
7. How issues of equity, diversity, and inclusion influence access and policies about enrollment
8. How enrollment in various types of institutions (e.g. community colleges, for-profit private institutions, four-year public institutions, and private four-year institutions) is influenced by parental education and social economic status and how these factors influence college choice, persistence, and decisions to enroll in STEM fields.
9. How institutional funding and budgets influence enrollment, tuition discounting, benchmarking, and selectivity indexing for college ranking systems.

**ACPA/NASPA Competencies Advanced by the Proposed Course**

1. Issues of equity, diversity, and inclusion of students in higher education
2. Basic premises that underlie conflict in student life
3. Effective stewardship and use of institutional resources
4. How networks and organizations influence how work gets done
5. Explains differences between public and private higher education with respect to funding, organization, student recruitment, tuition pricing, socioeconomic influences and after college job placement

6. Examines the issue of institutional access and the role of financial aid and enrollment policies
7. Articulates how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief influence the student experience, persistence, retention, and graduation
8. Examines strategies for long-term planning, the role of student affairs professionals, and the relationship between institutional type and student service
9. Shows how institutional accreditation and college ranking systems influence institutional policies and student services.

## **Class Policies**

1. Students' lives are often complicated and busy. Situations occur which disrupt schedules and cause legitimate reasons for a delay. The instructor may grant deadline exceptions for some written assignments with prior approval under unusual circumstances. If the instructor grants a deadline exception, the delay is seldom for more than three days. Exceptions are not usually granted for missing examinations.
2. Students are expected to attend all classes as scheduled. If you are unable to attend a class, you should notify me by email that you will not be attending and provide a reason. Prior approval for missing class should be obtained whenever possible.
3. The instructor reserves the right to alter the syllabus as needed to meet course objectives.
4. Electronic devices, such as cell phones, must be turned-off or silenced during class. Texting, using Facebook, Twitter, or similar social media during class is not permitted.
5. Audio recording or videotaping the class is not permitted.
6. Eating or chewing gum in class often irritates other people and is not permitted. In addition, university policy prohibits food in classrooms because it attracts rodents and insects. Beverages are permitted.

7. Academic integrity is the first prerequisite for this class. Any student who violates Rutgers University's Academic Integrity Policy will be subject to the disciplinary process outlined in that policy, including dismissal from the University.
8. If you have a disability that requires special accommodation for testing or other assignments, please discuss your needs with me at the beginning of the course so that appropriate accommodations can be made. A letter from the Office of Disability Services should be presented showing what type of accommodation is necessary.

**Student Work Products and Evaluation:**

- Participation: Our learning in this course is interconnected and we rely on each other to get the most out of our time together. Students are expected to complete readings and engage in reflection and discussion. Generally, this means preparing notes from the readings including potential discussion questions and connecting course materials to experiences and current events. Preparation and participation are basic expectations; therefore, you will not receive points or a grade for participation. Failure to prepare and engage at an appropriate level will result in a grade reduction. (10 points)
  - Additionally, this course includes some requirement of personal reflection and self-awareness. It is my expectation that you challenge yourself to engage in appropriate reflection and disclosure; however, you do not need to share more than you are comfortable sharing. Similarly, your peers will also be engaging in reflection and sharing. I recognize that varying relationships (including superior-subordinate relationships) exist in this room and anticipate that as a group we will work through some of the challenges this may present as a group.
- Reflection Paper: Students will write a paper reflecting on how their own college experience and how it differs from the experience of students with whom they are working in their internship/job. Paper is due September 28 (10 points)
- Reaction Paper: Students will complete a reaction paper on one of the films shown in class. Paper is due October 26 (10 points)

- Term Paper: Students will complete a term paper (approximately 10 to 15 pages in length) on a campus student population with a distinctive student culture. Paper is due December 14 (40 points)
  - Instructions for Term Paper: Choose a student subculture that you have little or no knowledge of/about and with whom you have access at the University. The sub-culture must be different from your own personal experience. Interview at least three students from this sub-cultural group to gain an understanding about this population from the students' experiences at Rutgers. Carefully note psychosocial, cognitive and multicultural dimensions of the students in this subculture. Use direct observation and published research to supplement your findings.
  - Prior approval of the topic by the instructor is required.
  - The paper must conform to current APA Manual Style and should include no fewer than 10 scholarly references. Grading will be based on content, APA Manual Style conformity, use of scholarly references, and quality of writing.
- Class Presentation: Students will prepare a 20 to 30 minute PowerPoint type of presentation for class on the subject and findings of their term paper. Class presentations are December 1 and December 8 (30 points)

### Grading Scale

A	B+	B	C+	C	F
100-90	89-86	85-80	79-76	75-70	69-0

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf)

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Schedule**

Date	
September 7	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Documentary Film: <i>Declining by Degrees</i></li> <li>• Discussion of film</li> <li>• <b>Read Q&amp;H Chapter 1</b></li> </ul>
September 14	<ul style="list-style-type: none"> <li>• Documentary Film: <i>Ivory Tower: Is College Worth It?</i></li> <li>• Discussion of Film</li> <li>• Jigsaw sign up (3 chapters)</li> <li>• <b>Read The Undergraduate Experience</b></li> </ul>
September 21	<ul style="list-style-type: none"> <li>• <b>Assignment Due: Reflection Paper</b></li> <li>• Discussion of <i>My freshmen year</i> by Nathan</li> </ul>
September 28	<ul style="list-style-type: none"> <li>•</li> </ul>
October 5	<ul style="list-style-type: none"> <li>•</li> </ul>
October 12	<ul style="list-style-type: none"> <li>•</li> </ul>
October 19	<ul style="list-style-type: none"> <li>•</li> </ul>
October 26	<ul style="list-style-type: none"> <li>• <b>Assignment Due: Reaction paper on the film TBA</b></li> </ul>

November 2	•
November 9	• ASHE Conference
November 16	• •
November 13	•
November 30	•
December 7	Class Presentations
December 14	Class Presentations
December 21	(Possible class presentations -- to be determined) <b>Papers Due</b>

Mona Lisa Smile  
Great Debaters  
School Daze  
Higher Learning