



HIED 7374: The College Student (HIED 7374.01) Spring, 2018

HIED 7374 is a required course for Ed.D. in Developmental Education Administration

College of Education, Department of Educational Leadership

Instructor: Forrest C. Lane, Ph.D.
Teacher Education Center, Room 319k
P.O. Box 2119 Huntsville, Texas 77341
936-294-4287
Forrest.lane@shsu.edu
Office hours: By appointment at <https://calendly.com/fcl004>

Preferred Communication: The best way to reach me is through email. I am available Monday through Friday 8am to 5pm. You can typically expect responses to e-mail messages within 24 hours. I do not regularly check email over the weekend so please plan ahead by reviewing assignments and asking questions before assignments are due.

Class Format: The class primarily occurs through asynchronous work conducted in SHSU Online (blackboard). In addition, a few synchronous meetings may be scheduled during the course to assist students with class requirements. Advance warning of these meetings and additional information regarding content and purpose will be provided.

Course Description: This course is designed to provide the learner with a foundation in student development. This will include information concerning the current generations of college students and how they develop while they are in college. Learners will also develop an understanding of the theoretical bases for student development and be able to identify the role of student development/services/affairs in developing college students. Credit 3. (SHSU 2016-2017 Graduate Catalog).

Required Textbook:

Renn, K. A., & Reason, R. D. (2012). *College students in the United States: Characteristics, experiences, and outcomes*. San Francisco: Jossey-Bass.

Course Objectives: The following objectives will be met during this course:

1. Demonstrate knowledge of theory by summarizing seminal works in higher education.
2. Evaluate campus culture through environmental analysis.
3. Analyze the relationship between student characteristics and college experiences through interviews with undergraduate students.
4. Critique current literature through course discussion.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Gain Factual Knowledge (Terminology, Classifications, methods, and trends)
- Learning fundamental principles, generalizations, or theories

Important:

- Learn to apply course material (to improve, thinking, problem solving, and decisions).

Course Outline

Assignments

Brief descriptions of all course assignments are provided below. More detailed descriptions can be found under the assignments link in the Blackboard course site.

Discussion Board (120 points – 15 points per unit)

Several questions will be posted for each unit related to assigned readings. Each student will be expected to make at least three (3) posts in response to discussions questions. Posts should be thoughtful and a critical reflection of the readings. Posts should NOT be a simple reply of “I agree”. Initial posts should be made by the first **Friday** each unit.

My Path to College (50 points)

Students will reflect on their own personal decision to attend college and how that experience compares to the college choice process described in the text. This reflection will be shared through in a 3-5 minute video that will be posted to blackboard.

College Environment Analysis (100 points)

Students will perform an audit of physical and human characteristics of a program or department at an institution of their choosing. You will evaluate that unit's environment in a brief paper that 1) clearly describes the program and goals, (2) how students interacted with the program (internally and externally), (3) and your evaluation of how well the program met its intended goals.

College Student Interview (100 points)

Each student will seek permission and sit down with a current undergraduate, college student of interest to you. You will then conduct an interview with that student and piece together the story of that interview in a written format. You will also present a summary of this interview during our live course meeting during Unit 4.

Seminal Text Presentation and Summary (100 points)

Students will read and review one (1) seminal text within the field of higher education. Each student will also provide a summary of the text based on your understanding of the reading. You will also present a brief summary of this text as part of a live course meeting during Unit 7.

***Due dates for all assignments are posted in the course schedule and noted on assignment links within the SHSU Online Blackboard course site. Assignments are due as stated.

Grades

Grades will be based on points accumulated on the assignments.

A = 423 to 470 total points

B = 376 to 422 total points

C = 282 to 375 total points

F = Below 294 total points

Schedule

Course content for each unit will open to students at 12am on Monday morning the first day listed for the unit and will close at 11:59pm on Sunday evening the last day of the unit. Unit materials and assignments will be posted during those times for students to access.

Unit 1: Jan 17 – Jan 28	Introduction to the Study of College Students
<u>Required Readings:</u> Student Personnel Point of View (1949); Renn & Reason (2012) – Chapter 1 <p style="color: red; text-align: center;">*** Live Course Meeting: Tuesday, Jan 23rd 7-8:30pm***</p>	
Unit 2: Jan 29 – Feb 11	The College Choice Process
<u>Required Readings:</u> Renn & Reason (2012) – Chapter 2 Higher Education Research Institute (HERI) (2015). The American College Freshman National Norms. Available at http://www.heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf <p style="text-align: right;">Due: My Path to College</p>	
Unit 3: Feb 12 – Feb 25	Student Enrollment Patterns
<u>Required Readings:</u> Renn & Reason (2012) – Chapters 3	
Unit 4: Feb 26 – March 11	Transition to College
<u>Required Readings:</u> Renn & Reason (2012) – Chapters 4 <p style="color: red; text-align: center;">*** Live Course Meeting: Tuesday, March 6th 7-8:30pm***</p> <p style="text-align: right;">Due: College Student Profile</p>	
Mar 12 – Mar 18	
SHSU Spring Break (NO CLASS)	
Unit 5: Mar 19 – Apr 1	College Environments

<u>Required Readings:</u> Renn & Reason (2012) – Chapters 5	
Due: College Environmental Analysis	
Unit 6: Apr 2 – Apr 15	College Student Development Theories
<u>Required Readings:</u> Renn & Reason (2012) – Chapters 6-7	
Unit 7: Apr 16 – Apr 29	Retention & Persistence
<u>Required Readings:</u> Renn & Reason (2012) – Chapters 8	
*** Live Course Meeting: Tuesday, April 24 th 7-8:30pm***	
Due: Theory Summary	
Unit 8: Apr 30 – May 6	Student Outcomes
<u>Required Readings:</u> Renn & Reason (2012) – Chapters 9-10	
Due: Theory Write-Up	

***Please note that while I make every effort to adhere to the schedule above, I reserve the right to make adjustments, as needed. If it becomes necessary to adjust the course schedule, I will notify you by e-mail and through blackboard.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Attendance

This course is fully online and most course activities are asynchronous (i.e., recorded lectures, discussion boards, etc.). On occasion, a live course meeting may be scheduled to assist students with readings or assignments. These meetings will be optional unless otherwise noted in the syllabus.

- The last day to drop Full Term courses and receive 100% refund is February 2, 2017.
- Last day to drop with a "Q" grade for Fall courses is April 7, 2017.

For more information about resignations, refunds and drop deadlines, please visit the following university website: <https://www.shsu.edu/dept/registrar/students/registration/resignations-refunds-drops.html>

Course Expectations

Assignments: Assignments are due as stated. Any project handed in after the due date will result in lowering your project grade by one letter grade for every calendar day it is late (including weekends). For example, if the project is handed in the day after the due date, then the project will be lowered by 10 percentage points. If the project is handed in the next day, then it will be 20 percentage points.

Email: All students are expected to check and use the University-provided e-mail address as the primary mode of communication for this course. If I need to communicate with you regarding course announcements, questions, changes to the schedule, etc. I will do so through your Sam Houston State University e-mail address. If you choose to forward your SHSU e-mail to an alternate account (e.g., Gmail, Hotmail, etc.), then you are responsible for making sure it is forwarded correctly.

Professionalism and Civility: This course provides a professional environment consisting of colleagues within the same career field. When communicating your ideas, please refrain from using demeaning language or conducting personal attacks.

References

- American Council on Education. (1937). *The student personnel point of view*. (American Council on Education Studies, series 1, no. 3). Washington, DC: Author.
- American Council on Education, Committee on Student Personnel Work. (1949). *The student personnel point of view*. (Rev. ed.: American Council on Education Studies, series 6, no. 13). Washington, DC: Author.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.