

SAHE515

Course Summary

Course : SAHE515 **Title :** The U.S. College Student
Length of Course : 8 **Faculty :**
Prerequisites : SAHE510 **Credit Hours :** 3

Description

Course Description:

The U.S. College Student is a study of the characteristics, needs, and goals of college students as they vary across the nation according to student demographics and institution types. The course will involve a consideration of campus environments, curriculum, sociocultural factors, and financial and political issues, and other influences on the student experience. Implications for Student Affairs practice, educational attainment, and student development will be discussed. (Prerequisites: SAHE510)

Course Scope:

Objectives

After successfully completing this course, you will be able to:

1. Assess the diversity of students within higher education in the United States
 2. Evaluate the intersections between demographic variables, institutional type, and student success
 3. Apply research and theories about the multiple processes that occur while students are in college
 4. Recommend how to work with college students to increase their success
 5. Diagram course content to one's own experiences as college students
-

Outline

Week 1: Today's College Students

- Examine higher education student populations
- Analyze IPEDS data to understand the changing demographics of students
- Examine institutional type and students who attend
- Summarize factors associated with student success, enrollment patterns and transitions

Learning Outcomes
Required Readings
Assignments

Discussion # 1

Recommended Optional Reading
Recommended Media

Renn & Reason, chapters 1 & 2

[Aslanian PDF](#)

Learning Outcomes

- Compare and contrast campus culture by institution type
- Explain campus factors associated with the student experience
- Analyze how college affects students
- Evaluate findings of the National Survey on Student Engagement (NSSE)

Week 2: Campus Culture

Renn & Reason chapter 4

[NSSE website and findings](#)

Required Readings
Assignments
Recommended Optional Reading

Discussion #2

Brown, P. (2016). [College Student Development in Digital Spaces](#). *New Directions for Student Services*, 2016(155), 59–73.

College Choice & Campus Culture
Reflection paper

Recommended Media

Week 3: Student Subcultures & External Influences

- Examine intersectionality and multidimensionality of students – age, gender, race, ethnicity, income, sexuality, nationality, etc.
- Distinguish characteristics and needs associated with “student subcultures”
- Summarize the influence of generations on college student behaviors and expectations
- Analyze the role of parents and family members on the student experience

Learning Outcomes

Required Readings
Assignments

Discussion # 3

Recommended Optional Reading
Recommended Media

Ackerman, R., DiRamio, D., & Garza Mitchell, R. (2009). *Transitions: Combat Veterans as College Students*. *New Directions for Student Services*, (126), 5–14.

Seemiller, C., & Grace, M. (2017). [Generation Z: Educating and Engaging the Next Generation of Students](#). *About Campus*, 22(3), 21–26.

Strayhorn, T. (2017). [Using Intersectionality in Student Affairs Research](#). *New Directions for Student Services*, 2017(157), 57–67.

Week 4: Student Subcultures & Adult Learners

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading

Discussion #4

Personal Letter Reflection

Recommended Media

- Discern the different experiences of commuters, residents, and distance learners
- Explain adult learner characteristics and institutions/programs designed for these students
- Assess needs of Veteran and military students
- Examine vocational and technical postsecondary programs and institutions and the students they serve

Renn & Reason, Chapters 3 & 5

- Develop a deeper understanding of first-generation college students and the services that best support them
- Compare and contrast students from rural and urban communities
- Evaluate the needs and challenges faced by low-income students

Broton, K., & Goldrick-Rab, S. (2016). [The Dark Side of College \(Un\)affordability: Food and Housing Insecurity in Higher Education](#). *Change: The Magazine of Higher Learning*, 48(1), 16–25.

Ishitani, T. (2006). [Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States](#). *Journal of Higher Education*, 77(5), 861–885.

Renn & Reason chapter 8

- Summarize characteristics of fraternities and sororities
- Explain characteristics of Honor students and Honor societies
- Evaluate NCAA guidelines and needs specific to student athletes
- Diagram needs of students with disabilities in higher education
- Explain unique considerations and needs of International, immigrant, and DACA students
- Design strategies that promote a sense of belonging and inclusion on campus
- Analyze factors associated with student success.

Assignments

Discussion #8

Analyzing the College Experience Paper

Recommended Optional Reading

Week 5: Student Subcultures & SES

Learning Outcomes

Required Readings
Assignments

Discussion #5

Promoting Student Learning & Development Project

Recommended Optional Reading
Recommended Media

Week 6: Student Subcultures & Student Athletes

Learning Outcomes

Required Readings

Renn & Reason Chapters 6, 7 & 9

Assignments

Discussion #6

Recommended Optional Reading
Recommended Media

Week 7: Student Subcultures & Inclusion on Campus

Learning Outcomes

Required Readings
Assignments

Discussion #7

Recommended Optional Reading
Recommended Media

Week 8: Student Affairs Roles & Future Directions

Learning Outcomes

Required Readings

Ranero, *Development*, 40(3),
J., 285–298.
Everett,
K.
(2011).

[Student Development](#)
[Perspective](#). *New Directions*
for Higher Education, (154),
77–81.

Engaging race in multicultural student
services. In D. L. Stewart (Ed.),
Multicultural Student Services on
Campus (pp. 63-81).

- Discern roles of Student Affairs professionals in relation to
the addressing the needs and aspirations of an
increasingly diverse student body
- Evaluate skills needed to operate in an ever-evolving
higher education environment with a changing student
body.

Ahlquist, J. (2016). [The Digital Identity of Student Affairs](#)
[Professionals](#). *New Directions for Student Services*,
2016(155), 29–46.

Renn & Reason, Chapter 10

Evaluation

Grading:

Name	Grade %
Discussions	20.00 %
Week 1 Discussion	2.50 %
Week 2 Discussion	2.50 %
Week 3 Discussion	2.50 %
Week 4 Discussion	2.50 %
Week 5 Discussion	2.50 %
Week 6 Discussion	2.50 %
Week 7 Discussion	2.50 %
Week 8 Discussion	2.50 %
Final Assignments	50.00 %
Promoting Student Learning and Development Project	25.00 %
Analyzing the College Experience Final Paper	25.00 %
Formative Assessments	30.00 %
College Choice and Campus Culture Reflection Paper	15.00 %
Personal Reflection Letter	15.00 %

Materials

Course Guidelines

Professional competency areas for Student Affairs educators established by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) as well as the standards established by the Council for the Advancement of Standards in Higher Education (CAS).

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed).

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

University Policies

Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.