I. TITLE:
The American College Student

II. COURSE DESCRIPTION AND PREREQUISITE(S):
The characteristics of the contemporary American college student will be examined. Major topics will include an examination of the motivations for entering institutions of higher education, developmental theory related to college students, demographic data that describe the contemporary student, problems and challenges specific to the American concept of making higher education accessible to a large percentage of the population, and the impact of contemporary economic and social trends on the college population.

Prerequisite(s): Permission of instructor

III. COURSE OBJECTIVES:
The student will be able to
A. Develop an understanding of the diverse characteristics of the American college student.
B. Develop an understanding of changes that occur in students during the university experience.
C. Develop an understanding of techniques of assessing the impact of college on students.
D. Develop an understanding of the techniques for facilitating the development of the American college student.

IV. CONTENT OUTLINE:
A. Overview of goals of American higher education
B. Demography of college population socioeconomic, political-Chronicle data
C. The role of the student development professional in effecting change in students
D. Developmental theory and changes observed in students during college years
E. Assessing development issues driving the content of the current college student population
   1. Diversity
   2. Broad access
   3. Non-traditional populations
F. Practitioner techniques for facilitation of development in college students
G. Removing roadblocks to development - assessing campus ecologies, aiding change, etc.

V. INSTRUCTIONAL ACTIVITIES:
A. Reading in Chronicle of Higher Education
B. Indepth research on two student groups. Responsible for two class presentations on student groups. Research paper with bibliography.
C. One-to-two page reaction paper describing from your perspective and, as if you were the administrator responsible, how Student Affairs would meet the needs of this type of student (staffing, programs, services, etc.).
D. Active participation in class discussions.
E. Case studies – with group summary of recommendations that will be forwarded to administrative offices on campus
F. Development and presentation of a student affairs model.
G. Final exam

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT(S) AND RESOURCES:
Chronicle of Higher Education


“The College of 2020: Students” (I will provide)

VIII. EVALUATION AND GRADING PROCEDURES:
Grading Procedure:
Class participation 10%
Reaction Papers 20%
Class presentations & research papers 30%
Student Affairs model 30%
Exam 10%
100%

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts,
and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).