Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  _____ NEW  ___X__ MODIFY  _____ DELETE

Local Unit: Community College Education  Graduate Council Approval Date:

Course Abbreviation: CTCH  Course Number: 645

Full Course Title: The Contemporary College Student

Abbreviated Course Title (24 characters max.): College Student

Credit hours: 3  Program of Record: DACCE

Repeatable for Credit?  ___ D=Yes, not within same term  Up to hours  
___ T=Yes, within the same term  Up to hours  
___X_ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  
___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ___X_ Seminar (SEM)

Catalog Credit Format  3 : 3 : 0  Course Level: GF(500-600) ___X__ GA(700+) ___

Maximum Enrollment: 18  For NEW courses, first term to be offered: Fall 2004

Prerequisites or co requisites:

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.: Provides an understanding of the changing demographics, barriers, and developmental issues facing college students. Studies the impact of the college environment on student development and the interaction between students of varying subcultures and the environment. Examines current issues related to technology and its impact on college students.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation: HELA  Previous number: 645

Description of modification: change course code and description as directed by CAS Council.

APPROVAL SIGNATURES:
Submitted by:  ________________________________ email: gkettlew@gmu.edu

Department/Program:  ________________________________ Date: __________________

College Committee:  ________________________________ Date: __________________

Graduate Council Representative:  ________________________________ Date: __________________
Approval from other units: NONE

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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Graduate Council approval: ________________________________________ Date: ____________

Graduate Council representative: __________________________________ Date: _________

Provost Office representative: _______________________________ Date: _________
CTCH 645 – The Contemporary College Student

Time/Location  TBA

Faculty  TBA

Required Texts


Other Assigned Readings.

Course Overview

This 3-semester hour graduate course will provide students with an understanding of the changing demographics, barriers, and developmental issues facing college students. The impact of the college environment on student development and the interaction between students of varying subcultures and the environment will be studied. In addition, current issues related to technology and its impact on college students will be examined.

Desired Student Outcomes

Upon successful completion of this course, students will demonstrate:

1. An understanding of the characteristics and needs of students from various subcultures such as nontraditional aged students, students with disabilities, student athletes, GLBTQ, etc.
2. An understanding of the barriers college students typically face-- i.e. situational barriers, dispositional barriers, and institutional barriers-- and their differing influences on the subcultures of the campus population.
3. An understanding of the importance of integrating student development principles into campus ecology methods.
4. A familiarity with enrollment management issues, their impact on the campus ecology and current trends within higher education.
5. An understanding of the current technology issues and the use of technology in enhancing student development.

Course Requirements

Participation: Successful completion of this course requires regular attendance and active participation. It is desired and expected that each student will be prepared to contribute regularly in each class.

Reaction Papers
Each reaction paper will be a summary of the major themes and significant learning gained in the assigned chapters and the applicability of that learning to personal experiences and/or practicum/professional observations (1-2 pages). In addition, each paper will include your findings or reaction to a task as follows:

Paper #1  Hope Chapters 1-4 & Campus Unrest

Select an event that has occurred in the past five years that either caused or had the potential to cause campus unrest. What were the conditions that fostered the unrest or prevented it from occurring.

Paper #2  Hope Chapters 5-8 & Student Interviews

Find an informal setting where students gather/mingle. Approach a group of 3-5 students and interview them regarding: their decision to attend college, attend George Mason, their impressions of the physical aspects of campus and expectations of their college experience in terms of campus life, coursework/grades, faculty, diversity, etc.; things that attracted them to the campus, things they discovered (positive or negative) after they arrived; and if there is a gap between their expectations and reality.

Paper #3  Strange Chapters 1-4 & Campus Tour

Arrange to be a part a campus tour from the Admissions Office. Keep in mind the following questions for developing your paper and engaging in class discussions:
1. What are your general impressions of the campus?
2. What physical and personnel elements were welcoming?
   a. Were not welcoming?
   b. Are there aspects in the environment that are stress producing?
   c. Are there aspects that enhance student retention?
3. Describe the nonverbal messages in what you observed.
4. Are all students served by the campus tour? What specifically is done to address the issues of all students? Which populations may feel marginalized or unwelcome?
5. What aspects of the campus are promoted? What aspects are hidden or downplayed?
6. With a limited budget, what would be your top priority for enhancing the campus environment?

Paper #4  Strange Chapters 5-9 & Enrollment Interview

Talk informally with at least 5 staff members around your campus (email correspondence is acceptable) to ask their impressions of why students leave college and what that institution can do to increase retention. In your interviews, make sure to include the opinions support staff and faculty, as well as student affairs and student service professionals from different departments (i.e. student activities, financial aid, admissions, health services). Are the responses similar? What trends did you observe in the responses? What accounts for the differences, or lack thereof? How does what you discovered apply to the information learned from the Strange book.

Research Article Critiques

Critique five research articles from a refereed journal. The article must contain qualitative or quantitative research methodology. The article should have been published within the last five years. Points will be awarded for appropriateness of the publication/article, format and content/quality of the writing. Use the APA 5th edition format in citing references.
The critique should be a maximum of 1 page in length, double-spaced. You should include a complete APA citation at the top of the first page along with your name.

Briefly summarize the content of the article. Critique the research methodology utilized. Do you believe the methods used were adequate? What was particularly positive or negative about the author(s)' discussion, conclusion and/or other statements in the article? Can the findings be generalized to other institutions? Are there apparent gaps in the literature that should be explored? What are the implications for student affairs practice?

Article #1 is on a student subculture or subpopulation
Articles #2 and #3 are on some aspect of campus design and/or ecology
Article #4 is on technology
Article #5 is on enrollment management

Campus Environment Paper/Presentation

The Strange and Banning book strives to provide us with a "comprehensive model for creating student-friendly and learning-supportive campus environments." Across our great country, as well as state, are a number of different types of institutions of higher education. Choose a large public university and a small private college or university and compare and contrast the types and impacts of campus environments they both have. Secondly, if you were able to create the "ideal" campus environment, what factors would you choose from one or both of them to foster educational success utilizing the environmental purposes discussed in the book.

Use the APA 5th edition format in citing references. This paper should be between 4-6 pages, double-spaced. Each student is permitted to team up with one other student for this paper as well as a 10 minute presentation to be given during class.

Evaluation

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>20 pts.</td>
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<tr>
<td>Reaction Papers (5 @ 10 pts.)</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Research Articles Critiques (5 @ 10 pts.)</td>
<td>50 pts.</td>
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<tr>
<td>Campus Environment Paper &amp; Presentation (15 pts. each)</td>
<td>30 pts.</td>
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<tr>
<td>Total possible</td>
<td>150 pts.</td>
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Grades will be calculated as follows:

A = 135 – 150
B = 120 – 134
C = 105 – 119
D = 90 – 104
F = 89 or below
I = Incomplete grade for extenuating circumstances

All written assignments will be evaluated using the following criteria:

1. Quality of content (analysis, synthesis and evaluation of materials)
2. Expression of ideas (organization, clarity, depth)
3. Flow/interrelatedness of ideas
4. Grammar
5. Appropriate supporting documentation/justification
6. APA editorial style/format

Group presentations will be evaluated using the following criteria:
1. Quality of content (analysis, synthesis and evaluation of materials)
2. Expression of ideas
3. Evidence of team collaboration

Honor Code

All appropriate policies of George Mason University are in effect as outline in the current edition of the University Catalog, the academic unit, and as prescribed by this syllabus. You are expected to demonstrate standards of academic integrity and honesty consistent with University Policy.

Accommodations

George Mason University provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Disability Resource Center at 703-993-2474.

Course Outline:

Week 1 Introduction/Overview; Student Populations On Campus

Week 2 Campus Unrest, Levine 1-4, MBTI
Reaction Paper #1 Due

Week 3 Student Sub-Populations and Subcultures, Levine 5-8
Reaction Paper #2 Due

Week 4 Student Guest Panel or NCBI

Week 5 Strange 1-2, Article Critique #1

Week 6 Strange 3-4, Reaction Paper #3

Week 7 Strange 5-6, Article Critique #2

Week 8 Strange 7-9, Reaction Paper #4

Week 9 Paper/Presentation & Reflection

Week 10 Paper/Presentation & Reflection

Week 11 Article Critique #3

Week 12 Guest Speaker or Allowance for Spring/Thanksgiving Break

Week 13 Technology and the College Student
Article Critique #4
<table>
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<th>Week 14</th>
<th>Article Critique #5</th>
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<tr>
<td>Week 15</td>
<td>Final Reflection, Course Evaluation &amp; Wrap-Up</td>
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