



# Northeastern University

## College of Professional Studies

### Graduate School of Education Summer 2022 Course Syllabus

#### **Course Information**

Course Title: The College Student Experience

Course Number: EDU 6216

Credit Hour: 4 credit hours

Course Format: Online

Location: <https://canvas.northeastern.edu>

#### **Instructor Information**

Full Name: Mounira Morris, Ed.D.

Email Address: [mo.morris@northeastern.edu](mailto:mo.morris@northeastern.edu)

Office Hours: You may schedule an appointment via email.

#### **Technical Requirements**

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or [help@northeastern.edu](mailto:help@northeastern.edu).

Students are responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

*Note regarding e-mail/voicemail:* If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

#### **Course Prerequisites**

EDU 6205 The Demographics of the New College Student

#### **Course Description**

This course explores how various student development theories can be leveraged to positively impact learners' social and academic success in higher education.

## **Required Course Texts**

- Abes, E.S., Jones, S.R., & Steward, D-L. (Eds.). (2019). *Rethinking college student development theory using critical frameworks*. Stylus Publishing.  
ISBN-13: 978-1620367643; ISBN-10: 1620367645
- Additional readings posted in Canvas

## **Additional Recommended Resources:**

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433832161
- RefWorks or EndNote – Software for managing references and bibliographies. (Available to you at no cost through MyNEU).
- Dropbox-Free online service that allows you to organize documents such as your literature review articles, drafts of papers, etc. [www.dropbox.com](http://www.dropbox.com)

## **Program Learning Outcomes (PLOs) for the M.Ed. in Higher Education Administration**

- **Inquiry:** Analyze problems in higher education and recommend innovative solutions grounded in historical awareness, applied theory and driven by data.
- **Intellectual Agility:** Identify local, national, and global disruptions and their impact on higher education policy and practice to participate in and lead change within the higher education sector.
- **Inclusive Action:** Integrate principles of diversity and inclusion into various functional areas within higher education.
- **Personal and Professional Effectiveness:** Engage in lifelong learning to continuously hone and improve skills, specifically in areas of technology proficiency and the ability interpret federal, state and institutional laws, regulations and policies to design and implement policies and procedures ensuring compliance.
- **Data Driven Decision-Making:** Apply key higher education competencies, such as budgeting, crisis management, collaboration, change agency, problem solving, technology literacy, and data-driven decision making, through experiential learning opportunities

## **Course Learning Outcomes**

Based on satisfactory completion of this course, a student should be able to:

- Develop an understanding of various college student development theories through a critical framework.
- Apply theory to practice in facilitating the development of college students.
- Understand how development theories affect college students' academic and social experiences.

## **Building your Wix or Digication ePortfolio**

As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

## **Attendance Policy**

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed.

Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; and (2) grades will be adjusted accordingly.

## **Policy on late work**

Students must submit assignments by the deadline in the time zone noted in the syllabus.

Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late.

Work submitted late without prior communication with faculty will not be graded.

## **Faculty / Student Communications**

Email communication: students can expect that emails will be answered within 48 hours (except on weekends if that was set out in the syllabus)

Phone and video conferences: students should be able to request a phone or video meeting in addition to timely email communication. Meetings should be available within 5 days of the communication, or as per office hours identified in the syllabus.

## Course Methodology

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

## Grading/Evaluation Standards

All assignments including discussion board participation will be graded using rubrics provided to students via Canvas. The value of each assignment is designated below. Late work will not be accepted if the instructor is not notified prior to the due date. Assignments submitted up to 7 days past the due date will be graded for a maximum of half credit. After the 7 days assignments will not be graded unless arrangements have been made with the instructor. Discussion board postings cannot be made up. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

## Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below F
		84-86.9%	B	74-76.9%	C	
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-	

## Grade Breakdown and Assignments:

### ***Personal Narrative Analysis Assignment***

Instructions for these assignments will be provided during Week 1.

### ***Student Development at the Movies Essay***

Instructions for the assignment will be provided during the Week 1. The instructor will provide the movie options during Week 1. The student selects the movie.

### ***Student Development at the Movies Peer Response***

Instructions for this assignment will be provided during Week 1.

### ***Practitioner Philosophy Statement***

Instructions for this assignment will be provided during Week 1.

### ***Wix or Digication ePortfolio (including Final Reflection)***

Your Personal Narrative Analysis Assignment, Student Development at the Movies Essay and Practitioner Philosophy Statement will be uploaded via your ePortfolio. You will include a final reflection of your learning in the course, as well. In order to receive your final grade, all assignments and reflection must be uploaded by the deadline.

### ***Discussions-Two Options***

First Option (Discussion Board): Northeastern Online requires that students participate in discussions. Unless otherwise noted it is expected that at a minimum, a student will post at least one comment and respond to at least two classmates' posts within their assigned discussion group. **The word limit on each primary post is 300 words.**

### Discussion Post Requirements:

1. Three posts, including one initial post, are required.
2. The word limit range is 250-300 for primary posts. Secondary posts should not exceed 100 words.
3. One post by Friday, 11:59 PM EST. At least two more posts by Sunday, 11:59 PM EST

You will be expected to be an active participant in the course and your level of participation and quality of your argument/comment may determine the total points you will be awarded for the discussion part of your grade. It is vital that you keep up with the readings and respond in the manner and time requested as the majority of the discussion will emanate from the reading material. In addition to the three required posts, your discussion will be graded based on the quality of your participation. Simply agreeing or disagreeing with a statement made in the book or by your peers is not sufficient.

Your responses should be respectful and substantive, and refer to the literature on the topic. You may present another point of view or a connected idea. The point is to engage in scholarly conversation with other learners, and extend the ideas in the first posts to a deeper level: apply, evaluate, and synthesize ideas. Begin by reading everyone's posts and then select one that resonates with something you find particularly interesting or related to your experience or research.

The Discussion Board is a space for academic exchanges. As a result, you must check for punctuation, spelling, and grammar. In addition, you must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. A grading rubric for Discussion Board responses is provided.

Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course.

In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions but also your classmates' contributions.

Second Option (Live Discussion): You have an option to participate in a live discussion. If you choose this option, you are not required to post in the Discussion Board. Instead, you and your assigned group will respond to the instructor's prompt in a synchronous format, such as Zoom. By Sunday (11:59 PM ET), you will submit key takeaways /summaries from the discussion via email ([mo.morris@northeastern.edu](mailto:mo.morris@northeastern.edu)).

### Grade Breakdown

Assignment	Due Date	Points
Discussion Boards or Live Discussions	Discussion Board: Initial post due by Friday at 11:59 PM ET. Follow-up discussion due by Sunday at 11:59 PM ET. or Live Discussion: Participate in the live discussion with fellow learners and	15 (total – 5 points for Weeks 2, 3, and 4)

	submit your, individual summaries to Dr. Morris via email.	
Personal Narrative Analysis Assignment	Sunday of Week 4 *	15
Student Development at the Movies Essay	Sunday of Week 5 *	30
Student Development at the Movies Peer Response	Sunday of Week 7*	10
Signature Assignment: Practitioner Philosophy Statement	Saturday of Week 8*	25
Final Course Reflection	Thursday of Week 8*	5
	<i>*All assignments due at 11:59 PM EST</i>	<b>100</b>

### *Overview Course Schedule*

<b>Week</b>	<b>Topic Content</b>	<b>Major Assignments/Deadlines</b>
Week 1: July 11-17	Foundation of Student Development Theory and Waves	<p>Introduce Yourself by <b>Thursday, July 14<sup>th</sup> (11:59 PM ET)</b></p> <p>Complete the Student Development Movie Essay and Discussion Format survey by <b>Friday, July 15<sup>th</sup> (11:59 PM ET)</b></p> <p>Assigned readings and video</p>
Week 2: July 18-24	Linking Theory and Practice Environmental Perspectives and Interpersonal Interactions	<p><b>Discussion Board:</b> Primary posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p><b>Live Discussion:</b> Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by <b>Sunday, July 24<sup>th</sup> (11:59 PM ET)</b>.</p> <p>Assigned readings</p>
Week 3: July 25-31	Cognitive, Ethical and Moral Development	<p><b>Discussion Board:</b> Primary posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p>

		<p><b>Live Discussion:</b> Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by <b>Sunday, July 31<sup>st</sup> (11:59 PM ET)</b>.</p> <p>Assigned readings</p>
<p>Week 4: August 1-7</p>	<p>Self-Authorship</p>	<p><b>Discussion Board:</b> Primary posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p><b>Live Discussion:</b> Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by <b>Sunday, August 7<sup>th</sup> (11:59 PM ET)</b>.</p> <p>Assigned readings</p> <p><b>Personal Narrative Analysis Assignment due by Sunday, August 7<sup>th</sup> (11:59 PM EST)</b></p>
<p>Week 5: August 8-14</p>	<p>Race, Ethnicity and Indigeneity</p>	<p>No Discussion Board or Live Discussion</p> <p>Assigned readings</p> <p><b>Student Development at the Movies Essay due by Sunday, August 14<sup>th</sup> (11:59 PM EST)</b></p>
<p>Week 6: August 15-21</p>	<p>Gender, Gender Identity and Sexuality</p>	<p>Peer Discussions: Students should meet with their assigned partner(s) to discuss the movie and student development theories. This discussion must occur synchronously.</p> <p>Assigned readings</p>
<p>Week 7: August 22-28</p>	<p>Disability</p>	<p>No Discussion Board or Live Discussion</p> <p>Assigned readings</p> <p><b>Student Development Movie Peer Response Paper due by Sunday, August 28<sup>th</sup> (11:59 PM EST)</b></p>
<p>Week 8: August 29 –</p>	<p>Implications for Higher Education Administrators</p>	<p>Post your reflection via Discussion Board by <b>Thursday, September 1<sup>st</sup> (11:59 ET)</b>. Respond to at least two, fellow learners' posts by <b>Saturday,</b></p>

September 3	Practice Reflection	<b>September 3<sup>rd</sup> (11:59 PM ET).</b>  Assigned readings  <b>Signature Assignment (Practitioner Philosophy Statement) due by Saturday, September 3<sup>rd</sup> (11:59 PM ET).</b>
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### **End-of-Course Evaluation Surveys**

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

### **Academic Integrity**

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

### **Student Accommodations**

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive



accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

## **Library Services**

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

## **24/7 Canvas Technical Help**

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: [help@northeastern.edu](mailto:help@northeastern.edu)

ITS Customer Service Desk: 617-373-4357 (help)

## **Diversity and Inclusion**

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

## **TITLE IX**

*Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.*

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

In case of an emergency, please call 911.

***Please visit [www.northeastern.edu/titleix](http://www.northeastern.edu/titleix) for a complete list of reporting options and resources both on- and off-campus.***

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The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.