

SYLLABUS COUNSELING 606 (MAY MINI 2015)

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CATALOG DESCRIPTION OF THE COURSE

606. *Student Affairs Services in Higher Education*. Three semester hours.

As the foundation course for those planning to enter student affairs work in higher education, this course offers students opportunities to examine the historical and contemporary role and scope of college student personnel services. Provides students with in-depth understanding of major theories of student development and the application of these theories to student development practice.

GENERAL COURSE INFORMATION

This course is a required course for the Student Affairs Practice in Higher Education: Counseling program option. As an elective, it is open to both doctoral and masters' students in any major, with consent of instructor. It is particularly valuable to students planning to enter the fields of college or university administration or teaching. The course is designed to acquaint the student with role and scope of the college or university student personnel worker through lectures, class discussions, committee work, and individual study. Materials will focus on the history and philosophies of higher education, student services programs, pertinent research and research forms, student affairs practice, current issues and future trends in higher education, and student development models and theories.

COURSE OBJECTIVES include, but are not limited to, the following:

1. Students will identify and/or describe significant developments occurring within the history of student affairs.
2. Students will identify and/or describe significant developments occurring within the history of higher education.
3. Students will identify and/or explain the varying philosophies of student affairs.
4. Students will identify and/or explain the varying philosophies of higher education.
5. Students will identify and/or describe current issues and/or problems in higher education.
6. Students will identify and/or describe the purposes of student affairs in higher education.
7. Students will identify and/or describe the functions of student affairs in higher education.
8. Students will identify and/or describe cognitive theories of student development, including

intellectual, moral, and ethical development.

9. Students will identify and/or describe psychosocial theories of student development, including ego and identity development.
10. Students will identify, describe, and/or demonstrate models for designing, managing, and evaluating student affairs programs.
11. Students will identify, describe, and/or demonstrate practices of information management and computer applications in higher education.
12. Students will identify and/or describe the purposes of professional standards for program development in student affairs practice in higher education.
13. Students will identify, describe, and/or demonstrate the use of professional standards in program development in student affairs practice in higher education.
14. Students will identify, describe, and/or demonstrate knowledge related to career planning for college and university students.
15. Students will identify, describe, and/or demonstrate methods and/or procedures in group work applicable to college and university populations.

TOPICAL OUTLINE OF CONTENT includes, but is not limited to, the following:

- I. History of student affairs and higher education
- II. Philosophies of student affairs and higher education
- III. Purposes and functions of student affairs in higher education
- IV. Student development theories and models
- V. Program development
- VI. Specific service functions within student affairs
- VII. Consultation within student affairs and higher education organizations

COURSE REQUIREMENTS AND GRADING

Research Paper:

Each student will complete a research paper for the course. Topics will be chosen by the student, from the topics covered in the text, and given final approval by the course instructor. At least 10 (TEN) outside sources must be used in the paper.

12 PAGES IN LENGTH. (APA STYLE) (**DUE DATE: JUNE 2**)

Exams: There will be ONE EXAM. (June 1)

TEXT Komives, S. R., Woodard, D. B., Jr., & Associates. *Student services: A handbook for the profession (CURRENT EDITIONI)*. San Francisco: Jossey-Bass.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132.
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148**

StudentDisabilityServices@tamuc.edu

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Astin, A. W. (1977). *Four critical years: Effects of college on beliefs, attitudes, and knowledge*. San Francisco: Jossey-Bass.

Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.

Barr, M. J., & Associates (1993). *The handbook of student affairs administration*. (Sponsored by the National Association of Student Personnel Administrators). San Francisco: Jossey-Bass.

Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass

Chickering, A.W. (1969). *Education and identity*. San Francisco: Jossey-Bass.

Chickering, A. W., & Reisser, L. (1993). *Education and identity (2nd Ed.)*. San Francisco: Jossey-Bass.

Clement, L. M., & Rickard, S. T. (1992). *Effective leadership in student services*. San Francisco: Jossey-Bass.

Creamer, D. G. (Ed.) (1980). *Student development in higher education: Theories, practices, and future directions*. Alexandria, VA: American College Personnel Association.

Creamer, D. G., and Associates (1990). *College student development: Theory and practice for the 1990's*. Alexandria, VA: American College Personnel Association.

Erwin, T. D. (1991). *Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes*. San Francisco: Jossey-Bass.

Hansen, L. S. (1997). *Integrative life planning: Critical tasks for career development and changing life patterns*. San Francisco: Jossey-Bass.

Miller, T. K. (Ed.) (1997). *CAS: The book of professional standards for higher education 1997*. Washington, DC: Council for the Advancement of Standards in Higher Education/American College Personnel Association.

Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students*. San Francisco: Jossey-Bass.

Sandeen, A. (1991). *The chief student affairs officer: Leader, manager, mediator, educator*. San Francisco: Jossey-Bass.

Schlossberg, N. K., Lynch, A. Q., & Chickering, A. W. (1989). *Improving higher education environments for adults*. San Francisco: Jossey-Bass.

Schuh, J. H. (Ed.) (1990). *Financial management for student affairs administrators*. Alexandria, VA: American College Personnel Association.

Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Winston, R. B., Jr., & Creamer, D. G. (1997). *Improving staffing practices in student affairs*. San Francisco: Jossey-Bass.