



## **COUNSELING 607.01W**

### **The Contemporary College Student**

Course Syllabus: Summer II 2024  
Online (July 8-August 8, 2024)

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. LaVelle Hendricks- Professor

**Office Location:** Binnion 217

**Office Hours:** Monday 9-2, Tuesday 9-2, Thursday 9-2

**Office Phone:** 903-886-5632

**Office Fax:** 903-886-5510

**University Email Address:** Lavelle.Hendricks@tamuc.edu

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 9am-2pm (**Monday-Thursday**)

### **REQUIRED TEXT(S) AND/OR READING(S)**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (CURRENT EDITION). Student development in college: Theory, research, and practice. San Francisco, Jossey-Bass.

Kilgore, D. & Rice, P. J. (Eds.) (CURRENT EDITION). New Directions for Student Services: Meeting the Special Needs of Adult Students, 102, San Francisco, Jossey-Bass.

Coomes, M. D., & DeBard, R. (Eds.) (CURRENT EDITION). New Directions for Student Services: Serving the Millennial Generation, 106, San Francisco, Jossey-Bass.

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

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

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- Belch, H. A. (Ed.) *New Directions for Student Services: Serving Students with Disabilities*, 91, San Francisco: Jossey-Bass.
- Chickering, A.W., & Reisser, L. *Education and Identity* (2nd ed.). San Francisco: Jossey-Bass.
- Cuyiet, M. J. *New Directions for Student Services: Helping African-American Men Succeed in College*, 80, San Francisco: Jossey-Bass.
- Gilligan, C. *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Heath, R. *The Reasonable Adventurer: A study of the development of thirty-six undergraduates at Princeton*. Pittsburgh, PA: Pittsburgh University Press.
- Howard-Hamilton, M. F., & Watt, S. K. (Eds). *New Directions for Student Services: Student Services for Athletes*, 93, San Francisco: Jossey-Bass.
- Kellom, G. E. (Ed.) *New Directions for Student Services: Developing Effective Programs and Services for College Men*, 107, San Francisco: Jossey-Bass.
- Kohlberg, L. *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco: Harper & Row.
- Kohlberg, L. *The psychology of moral development: The nature and validity of moral stages*. San Francisco: Harper & Row.
- McEwen, M. K., Kodama, C. M., Alvarez, A. N., Lee, S., & Liang, C. T. H. (Eds.). *New Directions for Student Services: Working with Asian-American College Students*, 97, San Francisco, Jossey-Bass.
- Ortiz, A. M. (Ed.). *New Directions for Student Services: Addressing the Unique Needs of Latino American Students*, 105, San Francisco, Jossey-Bass.
- Perry, W. G. *Forms of ethical and intellectual development in the college years: A scheme*. San Francisco, Jossey-Bass.
- Tippeconnic Fox, M. J., Lowe, S. C., & McClellan, G. S. (Eds.). *New Directions for Student Services: Serving Native American Students*, 109, San Francisco: Jossey-Bass.

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## **CATALOG DESCRIPTION OF COURSE**

607. *The Contemporary College Student*. Three semester hours.

Organized as a seminar, students examine various aspects of the contemporary college environment and characteristics of present and future students. In addition, students will study models of leadership, theories of organizational structure and behavior, and the facilitation of student and organizational development

## **GENERAL COURSE INFORMATION**

This course is a required course for the Student Affairs Program option in the Counseling Department. As an elective, it is open to both doctoral and master's 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 students with historical and contemporary theories of college student development, environment design and development, and program development and implementation. The overall focus will be upon the application of these theories to insure student persistence and success.

**COURSE OBJECTIVES include, but are not limited to, the following.**

Students will:

1. Be able to explain and/or discuss historical and contemporary theories of student development.
2. Be able to explain, discuss, and/or identify definitions of “nontraditional students.”
3. Be able to explain, discuss, and/or identify characteristics of traditional college students.
4. Be able to explain, discuss, and/or identify characteristics of nontraditional college students.
5. Be able to explain and/or discuss the impact of different kinds of college environments on student persistence and success.
6. Be able to explain, discuss, and/or demonstrate methods of needs analysis that are applicable to college student populations.
7. Be able to explain and/or discuss the roles of racial, ethnic, and cultural heritage and nationality in student affairs.
8. Be able to explain and/or discuss the role of socioeconomic status and family status in student affairs.

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9. Be able to explain and/or discuss the role of age, gender, and occupational status in student affairs.
10. Be able to explain and/or discuss the role of gender and sexual orientation in student affairs.
11. Be able to explain and/or discuss the role of religious and spiritual beliefs in student affairs.
12. Be able to explain and/or discuss the role of physical, mental, and emotional status in student affairs.
13. Be able to explain, discuss, and/or demonstrate models of program development within a student affairs context.
14. Be able to explain, discuss, and/or demonstrate methods and approaches to conflict resolution within a student affairs context.
15. Be able to explain, discuss, and/or demonstrate strategies of group work applicable to student and organizational development.
16. Be able to explain, discuss, and/or demonstrate knowledge and skills related to personal and social planning and development for college students.
17. Be able to explain, discuss, and/or demonstrate knowledge of issues that may affect the development and functioning of college students as well as methods and procedures for intervening in and/or deterring these issues while promoting healthful living. Such issues include, but are not limited to, ADHD, sexual and physical assault, differing abilities, eating disorders, substance abuse, and stress.
18. Be able to explain, discuss, and/or demonstrate methods and procedures for promoting positive interpersonal relationships including, but not limited to, interventions for gender identity issues and emotional intimacy development.
19. Be able to explain, discuss, and/or demonstrate methods and procedures for student leadership training and development.

**CONTENT AREAS include, but are not limited to, the following:**

- I. Theories related to college student development
- II. Student sub-populations on college campuses
- III. Programming to promote and enhance student development
- III. Student issues

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IV. Leadership training and development

**COURSE OUTLINE / CALENDAR**

<b>Week/DATE</b>	<b>READINGS</b>	<b>TOPICS AND ASSIGNMENTS</b>
Week 1	Read lecture notes posted in D2L	Defining the Generations
Week 1	Readings: Chapters 1 in “Student Development in College” and lecture notes	Student Development Theories
Week 1	Readings: Chapter 3 and lecture notes	Psychosocial Theory of Student Development
Week 2	Readings: Chapter 4 and lecture notes	Identity Development Theory
Week 2	Readings: Chapter 5 and lecture notes	Racial and ethnic identity development
Week 2	Readings: Lecture Notes	LGBTQ
Week 3	Readings: Chapter 7 and lecture notes	Transitions Theory and Process; Student as Experts Paper (Due 07/31/2024)
Week 3	Readings: Chapters 8 & 9 and lecture notes	Perry’s Theory of Cognitive Development; Post your discussion question in the student lounge and answer one question from a fellow student.
Week 3	Readings: Chapter 10 and lecture notes	Piaget’s stages of moral judgement; Kohlberg’s Method; ERG’s six stages; post your discussion question in the student lounge and answer one question from a fellow student
Week 4	Readings: Chapter 11 and lecture notes	Kohlberg’s Theory of Moral Development
Week 4	Readings: Chapter 12 and lecture notes	Kolb Learning style models

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Week 4	Readings: Chapter 13 and lecture notes	Holland's Theory; Post your discussion question in the student lounge and answer one question from a fellow student.
Week 5	Readings: Chapter 14 and lecture notes	Meyers Briggs Type Indicator; Post your discussion question in the student lounge and answer one question from a fellow student.
Week 5	Readings: Chapter 15 & 16	Students as Experts Paper (Due 08/07/2024)
Week 5	Book Discussion	Book Discussion (Due 08/08/2024)

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **Instructional Methods**

All work will be done through lecture on D2L.

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate.
6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

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## COURSE REQUIREMENTS

### ***Students as experts:***

1. Each student will assume responsibility for being the “resident expert” for one **theory related to student development**. He or she will post a brief presentation to the class on-line regarding the development and basic tenets of the theory. 30% of final grade. (5 pages) **(Please check with instructor when you select your theory) (Due date: July 31, 2024)**

2. Each student will assume responsibility for being the “resident expert” for one **college sub-population**. He or she will make a brief presentation to the class on-line describing the sub-population, highlighting the specific issues members of that sub-population face as members of the campus community, outlining any developmental issues peculiar to that sub-population, and suggesting interventions that might aid these students in addressing specific and developmental issues. (5 pages) 30% of final grade. **(Due date: August 7, 2024)**

### ***Book Discussions:***

1. Students will read instructor-selected text(s), prepare for ON-LINE class discussion of text(s), and prepare questions to promote and enhance such discussions. 40% of final grade. **(Due Date: You select when you are ready to present to class online. All presentations must be done prior to August 8, 2024.**

**ALL PAPERS MUST FOLLOW CURRENT APA STYLE.**

### ***Active Attendance:***

Because of the interactive nature of COUN 607 students are expected to participate in all on-line class discussions. Any foreseeable absences must be discussed with the instructor prior to the absence. As most students are part-time students yet full-time employees, occasional emergency absences are anticipated. Excessive absences will have a negative effect on students’ final grades for the course.

## **Presentations and paper**

	1 – Does Not Meet Expectation (0-15 points)	2 – Meets Expectation (17-20 points)	3 – Exceeds Expectation (22-25 points)
Meets length requirement and citations (25 points)	Demonstrates a lack of knowledge on how to appropriately cite	Demonstrates knowledge on how to appropriately write and cite but	Demonstrates exceptional knowledge on how to appropriately write with citations and length.

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	and write basic information	omits one or two points from small error.	
Student clearly addresses topics (25 points)	Students do not clearly address topics	Critique writes about a topic with some obviousness.	Demonstrates exceptional knowledge with an evident topic.
Student reviews/ Summarizes the Articles (25 points)	Student does not provide enough information to summarize the articles	Students provides minimal information regarding the articles	Student demonstrates exceptional knowledge summarizing the articles
APA Style/Grammar (25 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

**\*\*Paper assignments, including article abstracts, must adhere to the most current APA guidelines and be submitted as a Microsoft Word document or PDF document.**

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.

However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best

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course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
  
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### **Desktop Support**

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### **Tablet and Mobile Support**

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Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

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Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff.

Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

**Brightspace Support  
Need Help?  
Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**

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If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on



the words “click here” to submit an issue via email.

### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. Late papers will have 10% deduction per day late from the final score.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement**

#### **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 162  
Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Graduate Student Academic Dishonesty 13.99.99.R0.10**

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text,

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or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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