



SYLLABUS

Introduction to College Student Affairs COUN 505
Department of Counseling
College of Education and Human Services
FALL 2025

INSTRUCTOR INFORMATION

Instructor: Quinessa Johnson, PhD., LPC
Office Location: Virtual
Office Hours: By Appointment Only (Virtual)
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Preferred form of communication: E-mail
Communication Response Time: M-F 24 hours

COURSE INFORMATION

Instructional Materials ~ Textbook Readings, Peer Reviewed Journals, Supplementary Readings

Optional Text and/or Reading (s):

Schuh, J.H., Jones, S.R., and Torres, V. (2016). *Student services: a handbook for the Profession* (6th Ed.). San Francisco, CA: Jossey-Bass, A Wiley Brand. ISBN: 978-1-119-04959-3

Selected supplementary readings include, but is not limited to, the following:

McClellan, G.S, Stringer, J., and Associates (4th Ed.). *The handbook of student affairs administration*. Jossey-Bass A Wiley Brand: San Francisco, CA.

Bailey, T.R., Jaggars, S.S., and Jenkins, D. (2015) *Redesigning america's community colleges: a clear path to student success*. Harvard University Press, Cambridge, MA.

Wilson, M.E. (2012). *Student services: a handbook for the profession* (Review). *Journal of College Student Development*, Vol. 53, No. 1, January/February 2012, pp. 169-172.

Anderson, G. (2019) *Defunding student mental health*. Inside Higher Ed. <https://www.insidehighered.com/news/2019/10/18/mental-health-low-priority-community-colleges>.

COURSE DESCRIPTION

Hours: 3 SCHs Recommended as initial course in a student's program to serve as an introduction to college student development from a Counseling perspective. Roles of related professionals, including counselors, in various settings are presented. Professional goals and objectives; trends; professional associations; ethical and legal issues; history; credentialing; preparation standards; and characteristics, and behaviors that influence the helping processes are explored.

The syllabus/schedule are subject to change.

STUDENT LEARNING OUTCOMES

1. To identify effective human interaction and the nature of personal change
2. To recognize and develop the importance of cultural sensitivity in counseling work
3. To describe and understand the core conditions of a counseling relationship
4. To recognize the personal characteristics of an effective counselor
5. To develop self-awareness of the way in which one relates to others
6. To develop the basic counseling interventions/strategies
7. To understand the importance of ongoing supervision and feedback in counseling work

COURSE REQUIREMENTS

Minimal Technical Skills Needed ~ Microsoft Word, MS PowerPoint, and E-Mail (Outlook)

Instructional Methods ~ The course will be delivered through D2L Lecture notes, and instructional methods MAY include assigned readings, transcribed lectures, narrated slide show, YouTube videos, and "Live" (remotely accessed) classroom or Zoom labs for "real-time" discussions.

Student Responsibilities or Tips for Success in the Course ~ Students are expected to regularly log into the course website. The amount of weekly study and participation time expected is six-hours (6) each week

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

COURSE OUTLINE / CALENDAR

Week	Learning Activity	Day/Date/Time
WK #1-2	Orientation to course; Review of Course Information Document or Syllabus; and Discussion Post #1 Due	Due Sunday, January 26, 2025
WK #3-4	Discussion Post #2 and Quiz #1	Due Sunday, February 9, 2025
WK #5-6	Discussion Post #3	Due Sunday, February 23, 2025
WK #7-8	Discussion Post #4 and Quiz #2	Due Sunday, March 9, 2025
WK #9-10	Critique of Journal Article Due and Discussion Post #5	Due Sunday, March 30, 2025
WK #11-12	Quiz #3	Due Sunday, April 13, 2025
WK #13	Quiz #4	Due Sunday, April 20, 2025
WK #14	Final Paper Due	Due Sunday, April 27, 2025
WK #15	Final Opportunity to Excel	Opens May 5, 2025 – Due May 8, 2025

ASSESSMENTS

Discussion Posts (10 points each for total of 50). Weekly discussion posts are required which represent your reflections on the content from the weeks learning activities. Your response should be written in a clear and concise manner reflective of graduate work based on the subject matter introduced. Your initial post is due Thursdays by 11:59pm. You required to respond to a minimum of 3 peers Sunday by 11:59pm to receive full credit.

Discussion Posts Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8.0-8.9 points)	3 – Exceeds Expectations (9-10 points)
Discus- sion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to Due Date.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to Due Date.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to Due Date.

Quizzes (10 points each for a total of 40). This learning activity represents an assessment of curriculum introduced during the scope of a given period which is usually two weeks. Each quiz is a precursor to what may be presented in the final opportunity to excel. You will have 3 attempts to complete the quizzes and they must be completed before the due date.

Journal Critique (10 points). Submit a review of an article of interest **related to College Student Affairs** from a peer reviewed journal (Journal of Counseling & Development, Journal of Student Affairs, Journal of Student Affairs Research & Practice, NACADA Journal, College Student Affairs Journal, etc.). **See grading rubric below.**

Final Paper (50 points). Choose an area of interest within Student Affairs/Development [Academic Advising, Counseling Center, Fraternity & Sorority Life, Enrollment Management (Admissions, Registrar & Financial Aid or New Student Orientation), Residential Living & Learning, Student Life, Student Disabilities Resources & Services, Student Health Services, etc.] in which you think you would like to work. Identify a person currently working in this position who would be willing to be interviewed about their job.

Complete instructions on D2L Assignment. Submit a paper, 6-10 pages not including title page or references page, APA Style Current Edition. **See grading rubric below.**

Final Opportunity to Excel (100 points). This learning activity represents an assessment of your understanding of the content shared in this course. The final opportunity to excel or exam will consist of multiple-choice and true/false questions. You will have up to 2 attempts to complete the final exam and it must be completed before the due date.

Journal Critique and Final Paper Rubric

	Above Expectations	Meets most Expectations	Below Expectations
<i>Depth of Thought & Analysis</i> 20%	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.
<i>Synthesis & Congruency</i> 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
<i>Thoroughness</i> 20%	The appropriate content is covered in depth without being redundant. There is a clear effort to integrate a personality theory into the student's personality development.	Per7nent content is not covered in as much depth, or as explicit, as expected. Some integration of theory with personality development.	Major sections of per7nent content have been omitted, glossed over, or unnecessarily repeated. Weak effort to integrate theory and development.

<p>Personalization</p> <p>20%</p>	<p>Writer integrates examples from his or her own life in relation to the content.</p>	<p>There is some attempt on the writer's part to utilize personal examples within the content.</p>	<p>There are no examples from the writer's personal experience expressed in the content.</p>
<p>Clarity of Writing and Mechanics</p> <p>20%</p>	<p>Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made. No errors in APA format are made.</p>	<p>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made. Paper contained a few errors in APA format.</p>	<p>It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent. Numerous errors in APA format.</p>

CONTENT AREAS

Content Areas include, but are not limited to, the following:

- I. Introduction to helping skills (a primary emphasis of this course)
 - Essential interviewing and helping skills
 - Counselor and consultant characteristics and behaviors that influence the helping process
 - Importance of self-awareness in maintaining a therapeutic relationship and appropriate professional boundaries.
- II. History and philosophy of the counseling profession
- III. Master's-level programs at A&M-Commerce
- IV. Professional roles
 - Introduction to counselor roles common across settings including, but not limited to
 - Counseling
 - Assessment
 - Consultation and its history
 - Deferral
 - Program evaluation
 - Educational settings
 - Non-educational settings
- V. Relationships with other human service providers
- VI. Technology and the counseling profession
- VII. Professional organizations for counselors



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COMMERCE

VIII. Professional credentialing

- Certification (School Counselor Certification and NCC)
- Licensure
- Accreditation

IX. Public and private policy processes and advocacy on behalf of the profession

X. Ethical standards and legal considerations in the counseling profession

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 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

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

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 point release of that major version) and the previous major version of iOS (the latest minor or point 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.

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/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

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, Panera's, Starbucks, or 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

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 p.m. - 6 a.m. central standard time (CST).

COURSE PROCEDURES/POLICIES

Late Assignments

Occasionally, students require “extra” time in order to complete an assignment. However, it is solely at the instructor’s discretion whether to allow extra time when an assignment is late.

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 AND POLICIES

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>

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) <http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure s/13student s/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/rulesProcedure s/13student s/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure s/13student s/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- Rm. 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](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.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

