Instructor Contact Information
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Spring Office Hours

9-12 Monday
9-12 Tuesday
9-12 Thursday
Friday (By Appointment)

ACCOMMODATIONS FOR 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@tamu-commerce.edu

Student Conduct & Academic Honesty

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Polices and Procedures, Conduct) Texas A&M University-Commerce Procedure A12.08.11
“Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” Texas A&M University-Commerce Procedures A13.12

Course Descriptions

Catalog 607 Administering Programs for Contemporary College Students

3 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
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

Students will:
1. Students will be able to explain and/or discuss historical and contemporary theories of student development.
2. Students will be able to explain, discuss, and/or identify definitions of “nontraditional students.”
3. Students will be able to explain, discuss, and/or identify characteristics of traditional college students.
4. Students will be able to explain, discuss, and/or identify characteristics of nontraditional college students.
5. Students will be able to explain and/or discuss the impact of different kinds of college environments on student persistence and success.
6. Students will be able to explain, discuss, and/or demonstrate methods of needs analysis that are applicable to college student populations.

7. Students will be able to explain and/or discuss the roles of racial, ethnic, and cultural heritage and nationality in student affairs.

8. Students will be able to explain and/or discuss the role of socioeconomic status and family status in student affairs.

9. Students will be able to explain and/or discuss the role of age, gender, and occupational status in student affairs.

10. Students will be able to explain and/or discuss the role of gender and sexual orientation in student affairs.

11. Students will be able to explain and/or discuss the role of religious and spiritual beliefs in student affairs.

12. Students will be able to explain and/or discuss the role of physical, mental, and emotional status in student affairs.

13. Students will be able to explain, discuss, and/or demonstrate models of program development within a student affairs context.

14. Students will be able to explain, discuss, and/or demonstrate methods and approaches to conflict resolution within a student affairs context.

15. Students will be able to explain, discuss, and/or demonstrate strategies of group work applicable to student and organizational development.

16. Students will be able to explain, discuss, and/or demonstrate knowledge and skills related to personal and social planning and development for college students.

17. Students will 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. Students will 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. Students will be able to explain, discuss, and/or demonstrate methods and procedures for student leadership training and development.

**Content Outline**

- Theories related to college student development
- Student sub-populations on college campuses
- Programming to promote and enhance student development
- Student issues
Leadership training and development

Grading
Grades will be assigned as follows:

A  90% - 100%  Defined as consistently excellent performance which distinguishes the individual as being highly motivated to succeed.
B  80% - 89%  Defined as above average performance, occasionally submitting work of superior quality distinguishing the individual as being of high caliber.
C  70% - 79%  Defined as average performance with little or no distinction.
D  60% - 69%  Defined as below average performance, but acceptable (according to university standards) in order to receive a passing grade.
F  0% - 59%  Defined as unacceptable performance in relation to standards.

Requirements
World Wide Web Access:
Students must be able to use a web browser (Netscape, Explorer, Opera, Mozilla Firefox). Many non-text resources may be viewed, copied, or downloaded through sites on the World Wide Web. Additionally, instructor-produced supplemental materials will be located at the course website. Computers for student use can be found in various locations on the Commerce and Metroplex campuses.

Email:
Email is an efficient means of communication between instructor and class participants. All students are assigned an official email account by the University. Students who prefer email contact via some other account must provide that email address to the instructor.

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. (Due date: February 28, 2013)

   (Please check with instructor when you select your theory)

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. (Due date: April 25, 2013)

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. All presentations must be done prior to May 4, 2013)

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.

Course Materials
Text:


Selected Bibliography:


