

**Youngstown State University
Counseling Program**

**Life Span and College Student Development
COUN 7023 (3 s.h.)
Spring 2014**

Instructor Name / Rank: Kyoung Mi Choi, Ph.D.; Assistant Professor

Department of Counseling, Special Education & School Psychology

Office Hours: Tuesdays: 3-5; Wednesdays 2-3; Thursdays: 3-5

Office Phone: (330) 941-7273 **E-Mail:** kchoi@ysu.edu

Office: BCOE 3403

Class Meeting –Time/Place: BCOE 3207; Thursdays 5:10 pm -7:50 pm

Course Description

The purpose of this course is to provide the graduate student with an introduction to the field of college student and human development across the life span. Students will be exposed to a range of human development theories and student characteristics that offer insight into the processes of student learning, growth, and development. Special focus will be directed toward understanding patterns of growth and change during the college years for different student subgroups and the implications of these changes for the practices of student affairs and college counseling.

Course Objectives: (Knowledge and Skill)

Human Growth and Development - The student understands:

- theories of individual and family development and transitions across the life span; (CACREP 2009 Foundation Standard G.3.a)
- theories of learning and personality development, including current understandings about neurobiological behavior; (CACREP 2009 Foundation Standard G.3.b)
- effects of crises, disasters, and other trauma-causing events on persons of all ages; (CACREP 2009 Foundation Standard G.3.c)
- theories and models of individual, cultural, couple, family, and community resilience; (CACREP 2009 Foundation Standard G.3.d)
- a general framework for understanding exceptional abilities and strategies for differentiated interventions; (CACREP 2009 Foundation Standard G.3.e)
- human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (CACREP 2009 Foundation Standard G.3.f)
- theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; (CACREP 2009 Foundation Standard G.3.g)

- theories for facilitating optimal development and wellness over the life span. (CACREP 2009 Foundation Standard G.3.h)

Student Affairs and College Counseling Foundations - The student:

- Understands student development theories, including holistic wellness and research relevant to student learning and personal development. (CACREP 2009 Student Affairs and College Counseling Standards, A.6)
- Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community. (CACREP 2009 Student Affairs and College Counseling Standards, A.11)
- Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community. (CACREP 2009 Student Affairs and College Counseling Standards, B.2)
- Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development. (CACREP 2009 Student Affairs and College Counseling Standards, B.3)
- Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions. (CACREP 2009 Student Affairs and College Counseling Standards, B.7)

Counseling, Prevention, and Intervention - The student:

- Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education. (CACREP 2009 Student Affairs and College Counseling Standards, C.1)
- Applies multicultural competencies to the practice of student affairs and college counseling. (CACREP 2009 Student Affairs and College Counseling Standards, D.1)

Diversity and Advocacy - The student:

- Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.. (CACREP 2009 Student Affairs and College Counseling Standards, E.1)
- Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education. (CACREP 2009 Student Affairs and College Counseling Standards, E.2)
- Knows the sociopolitical and socioeconomic forces that affect all students. (CACREP 2009 Student Affairs and College Counseling Standards, E.3)
- Understands the effect of discrimination and oppression in postsecondary education. (CACREP 2009 Student Affairs and College Counseling Standards, E.4)
- Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students. (CACREP 2009 Student Affairs and College Counseling Standards, E.5)
- Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment. (CACREP 2009 Student Affairs and College Counseling Standards, E.6)

Reflection in Action: The Educator as Reflective Practitioner
BCOE Institutional Standards & Outcome Statements
Approval: DAC 4/21/08; All College Meeting 5/1/08

R1: Reflective practice is *Reasoned*.

Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.

Outcomes:

- A. Candidates use research, theory, and wisdom of practice to inform their pedagogy.
- B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
- C. Candidates utilize evaluation results for evidence-based decision-making.
- D. Candidates employ reflective professional judgment across all facets of their practice.

R2: Reflective practice is *Ethical*.

Candidates act in a moral, legal, and principled manner in professional practice.

Outcomes:

- A. Candidates apply ethical and legal practices in performing their professional responsibilities.
- B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
- C. Candidates value and apply the professional code of conduct particular to their area.

R3: Reflective practice is *Fair*.

Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.

Outcomes:

- A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.
- B. Candidates foster inclusive environments, and respect the backgrounds of and beliefs held by their students or clients.
- C. Candidates strive to meet the educational needs of **all** students or clients in a caring, non-discriminatory, and equitable manner.
- D. Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.

R4: Reflective practice is *Logical*.

Candidates think analytically in a deliberately consistent and rationally defensible manner.

Outcomes:

- A. Candidates think systematically and analytically about professional practice and professional decision-making.
- B. Candidates appropriately apply knowledge of research to their professional practice.

R5: Reflective practice is *Effective*.

Candidates apply professional knowledge in a consciously purposeful and deliberate manner.

Outcomes:

- A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.
- B. Candidates are proficient in the content of their respective fields.

R6: Reflective practice is *Critical*.

Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.

Outcomes:

- A. Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients.
- B. Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

R7: Reflective practice is *Technical*.

Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.

Outcomes:

- A. Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P12 student learning.
- B. Candidates utilize technology to enhance their own professional development.

Textbook:

Evans, N. J., Forney, D. S., Guido, F. M, Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. (2nd ed.). San Francisco: Jossey-Bass.

Sigelman, C. K., & Rider, E. A. (2012). *Life-Span Human Development*. (7th ed.). Belmont, CA: Wadsworth Cengage Learning.

Methods of Instruction: Lecture, discussion, student presentations, and activities.

Course Assignments:

Class participation	10 points
Observation Papers	20 points (10 each)
Formal Theories Paper	20 points
Group Presentation	10 points
Midterm Exam	20 points
<u>Final Exam</u>	<u>20 points</u>
Total points	100 points

Summary of Assignments

Class Participation (10 points)

A quality learning experience is contingent upon a high degree of interaction and exchange of ideas among students and instructor. The student's ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining the final course grade. Class attendance is essential and expected. Unexcused absences in excess of two classes will result in a drop of one letter grade (each absence shall result in a 5-point deduction of total participation score). However, absences can be excused by providing a doctor's note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. In addition, texting, using cell phones, and using laptops for non- class related activities during class will negatively impact your class participation grade. Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Observation Papers (20 points/ 10 points each)

Choose two college events/places and reflect what you observe specific to the characteristics and development of college students and integrate the applicable developmental theories (**At minimum, 4 theories should be integrated**). This paper will be divided into two mini papers (a mini paper for each observation). Each paper should be **five (5) pages** (excluding title, abstract, and reference pages). APA Style is required for this paper. Please use a minimum of 4 scholarly journals. Each paper will include two parts:

Part I. Observation of event

Part II. Theory application related to observations

Formal Theory Paper (20 points) (12 Page Limit)

Rationale: Determining the applicability of a theory to your own development assists in making concepts clearer and helps to integrate a significant amount of material in a systematic fashion.

Assignment: In this paper you are asked to think about your developmental level in your undergraduate years as well as your current level of development and factors that have influenced this development. Identify and discuss any areas of your undergraduate college years that are relevant. Identify areas in which you feel you have made especially strong progress and identify factors that you see as contributing to your development in the areas you mention. Do the same with areas in which you feel your development has been slower. What factors do you believe have held you back? Also discuss your learning style. How do you approach learning and how do you learn best?

As you complete your paper, you may wish to consider the following questions to stimulate your thinking: Reflecting on your own undergraduate college experience: In what ways did you differ as a senior in comparison to your memories of yourself as a

freshman? What changes took place with respect to any of these differences? To what experiences do you attribute these changes (in and/or out of the classroom and the larger college environment)? What conclusions would you draw in summarizing the student development journey of your own college experience?

Your theory paper should incorporate a number of major developmental and learning theories discussed in class. You should again look at your development and learning process, discussing psychosocial development, cognitive-structural development, moral development, and learning concepts as they relate to your experience. (*You are expected to cite **at least 5 theories** in your discussion.*) Look again at how you have grown and changed as a person as well as the factors that have contributed to your development within the context of the theories we have examined this semester.

Remember there is a 12- page limit to this paper. Therefore, it is impossible to try to explicate every aspect of development. **YOU MUST BE SELECTIVE AND CAREFULLY IDENTIFY** the aspects you wish to address. Use the page limit as a working parameter and work within it. Do not set yourself up to try to accomplish the impossible here; it will be too frustrating for both of us. When in doubt, refer to the purposes of the exercise: to interpret selected aspects of student development using the concepts from selected human development theories covered in class.

Include ***at least 8 scholarly journal articles***. APA Style is required for this paper.

Group Presentation (10 points)

Students will be randomly assigned in groups of two and will create a scenario in which the students will demonstrate the ability to apply the knowledge gained over the course of the semester in a narrated role play for the class. Each group member will fulfill one of the following roles: student, university professional, and narrator. The group will have one week to meet and prepare the role play. The role play should acknowledge the appropriate theories discussed in class (cognitive, learning, psychosocial, identity, typology). In addition, variables such as culture, gender, socioeconomic status, age, and sexual orientation should be taken into consideration. Examples of scenarios include: a residence hall student speaking with an RA about conflict with a roommate who is an international student or a sophomore pre-med major speaking with a career services professional about changing their major to sociology. Each student will have an opportunity to evaluate their group members' contributions to the project, as the entire presentation should be a group effort.

Mid-Term Exam (20 points)- The midterm exam will consist of both multiple choice questions and short answers.

Final Exam (20 points)- The final exam will consist of both multiple choice questions and short answers and will be cumulative.

Grading Policy

Participation: (10 total points)

- 2-4 points: Showed very little interest in class discussions and limited sharing of their ideas, perspectives, and questions.
- 5-7 points: Showed interest in class discussions and shared frequently their ideas, perspectives, and questions.
- 8-10 points: Showed interest in class discussions and shared in most classes their ideas, perspectives, and questions.

Observation Paper (20 total points)

- 10-14 points. Only informal theories are used; connections to formal theories are minimal or not clearly established; descriptions or environmental factors are minimally sufficient; examples/observations are vague; justification for major points is minimal; documentation is used minimally; references do not adequately support major points; ideas are incomplete, disjointed, or unclear; errors in grammar, syntax, spelling and APA Style.
- 15-17 points. Relevant theoretical assumptions and constructs are identified correctly and appropriately; examples/observations and illustrations of environmental factors are sufficient and appropriate; basic justifications of major points are provided with reference to appropriate theoretical concepts; documentation is used appropriately to support major points; ideas are presented in a clear and logical manner; basic use of APA Style, grammar, syntax, spelling, and structure reflect basic writing skill.
- 18-20 points. Appropriate and subtle distinctions are clearly and explicitly noted within context conveying a complex understanding; appropriate examples are used in a more detailed and creative manner; explicit justifications for major points demonstrate critical thinking and reflection; documentation is used extensively throughout; APA Style is used correctly; ideas are presented persuasively and concisely, advanced skills in written communication are demonstrated.

Formal Theory Paper (20 total points)

- 10-14 points. Only informal theories are used; connections to formal theories are minimal or not clearly established; descriptions of observations are minimally sufficient; examples are vague; justification for major points is minimal; documentation is used minimally; references do not adequately support major points; ideas are incomplete, disjointed, or unclear; errors in grammar, syntax, spelling, and APA Style.
- 15-17 points. Relevant theoretical assumptions and constructs are identified correctly and appropriately; descriptions of observations are sufficient and appropriate; basic justifications of major points are provided with reference to appropriate theoretical concepts; documentation is used appropriately to support major points; ideas are presented in a clear and logical manner; basic use of APA Style, grammar, syntax, spelling, and structure reflect basic writing skill.
- 18-20 points. Appropriate and subtle distinctions are clearly and explicitly

noted within the context conveying a complex understanding; descriptions of observations are used in a more detailed and creative manner; explicit justifications for major points demonstrate critical thinking and reflection; documentation is used extensively throughout; ideas are presented persuasively and concisely, APA Style is used correctly, and advanced skills in written communication are demonstrated.

Group Presentation (10 total points)

- o 0-4 points. Only informal theories are used; connections to formal theories are minimal or not clearly established; role play is not sufficient and appropriate in integrating and demonstrating theories; campus resources are not recommended; conflict resolution/problem solving is not demonstrated; presentation is disorganized; lack of cooperation between group members is evident.
- o 5-7 points. Relevant theoretical assumptions and constructs are identified correctly and appropriately; role play is sufficient and appropriate; presentation is organized and demonstrates basic integration and understanding of course material and relevant theories; adequate campus resources are recommended; conflict resolution/problem solving is demonstrated; cooperation between group members is sufficient.
- o 8-10 points. Appropriate and subtle distinctions are clearly and explicitly noted within context conveying a complex understanding; role play is more detailed and demonstrated in a creative manner; creative campus resources are recommended; exemplar conflict resolution/problem solving is demonstrated; explicit justifications for major points demonstrate critical thinking and reflection; presentation is well organized and reflective of course material, strong cooperation between group members is evident.

***Assignments that are received late will be deducted 5 points for each day the assignment is late.**

Total Points Possible During the Semester =100

A = 100 - 90

B = 89 - 80

C = 79 - 70 (Failing Grade)

D = 69 - 60

F = 59 - 0

Tentative Course Schedule

Session #	Topics	Assignments
1 1/16	Introduction Overview of Course/Syllabus Review Student and instructor expectations and contributions to learning	
2 1/23	Overview of Early Childhood, Adolescents/Young Adults Piaget, Erikson, Freud	Readings Due: Chapters 1- 5 (Sigelman & Rider)
3 1/30	Overview of Early Childhood, Adolescents/Young Adults Piaget, Erikson, Freud	Readings Due: Chapters 6 - 14 (Sigelman & Rider)
4 2/6	Today's College Students / Understanding & Using Theory Historical, Theoretical, & Philosophical Foundations Demographic Overview Behaviors & Attitudes Theoretical Overview	Readings Due: Chapters 1 & 2 (Evans)
5 2/13	Psychosocial & Identity Development Theories Introduction to Psychosocial Development Josselson's Theory of Identity Development in Women Chickering's Theory	Readings Due: Chapters 3 & 4 (Evans) Readings Due: Chickering & Kytle (1999)
6 2/20	Psychosocial & Identity Development Theories Schlossberg's Transition Theory	Readings Due: Chapter 12 (Evans) Applying Theory in Practice – Group Presentation #1
7 2/27	Psychosocial & Identity Development Theories Social Identity Racial & Ethnic Identity Development	Readings Due: Chapters 13, 14, 15 & 16 (Evans) Readings Due: Owens et al. (2010) DUE: Observation Paper #1 Applying Theory in Practice – Group Presentation #2

8 3/6	Psychosocial & Identity Development Theories Gay, Lesbian, and Bisexual Identity Development	Readings Due: Chapters 17 &18 (Evans) Readings Due: Owens et al. (2010) <u>Applying Theory in Practice – Group Presentation #3</u>
9 3/13	No Class (Spring Break)	
10 3/20	Mid-Term Examination	
11 3/27	Cognitive-Structural Theories Perry’s Theory of Intellectual & Ethical Development Later Cognitive-Structural Theories Application of Perry’s Theory	Readings Due: Chapter 5 (Evans) <u>Applying Theory in Practice – Group Presentation #4</u>
12 4/3	ACPA Conference (No Class)	
13 4/10	Cognitive-Structural Theories Kohlberg’s Theory of Moral Development Gilligan’s Theory of Women’s Moral Development Issues & Challenges	Readings Due: Chapter 6 & 7 (Evans) Readings Due: King & Mayhew (2002) <u>DUE: Observation Paper #2</u> <u>Applying Theory in Practice – Group Presentation #5</u>
14 4/17	Typology Theories Kolb’s Theory of Experiential Learning Holland’s Theory of Vocational Personalities & Environments Myers-Briggs	Readings Due: Chapter 8 (Evans), p. 35-36 (Evans) Readings Due: Pike (2006) <u>Applying Theory in Practice – Group Presentation #6</u>
15 4/24	Middle/ Elder Adulthood / Non-Traditional Student	Readings Due: Babineau & Wai-Ling Packard (2006) Readings Due: Chapter 13 (Evans) Readings Due: Chapters 15 - 17 (Sigelman & Rider)
16 5/1	Applying Theory in Practice/ Understanding Practice Models	Readings Due: Chapter 19 (Evans) Readings Due: Dillon (2003); Watson & Kissinger (2007), Erford et al., (2011)
17 5/8	Final Exam	

**Schedule and syllabus subject to change with notice.

Required Readings

- Babineau, M. E. & Wai-Ling Packard, B. (2006). The pursuit of college in adulthood: Reclaiming past selves or constructing new? *Journal of Adult Development, 13*, 109–117
DOI 10.1007/s10804-007-9017-4
- Broderick, P. C., & Blewitt, P. (2010). Middle adulthood: Cognitive, personality, and social development. In *The life span: Human development for helping professionals* (3rd ed.). (pp.416-458). Upper Saddle River, NJ: Prentice Hall.
- Chickering, A. W., & Kytle, J. (1999). The collegiate ideal in the twenty-first century. *New Directions for Higher Education, 105*, 109-120.
- Dillon, J. J. (2003). Bringing counseling to the classroom and the residence hall: The university learning community. *Journal of Humanistic Counseling, Education and Development, 42*, 194-208.
- Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2011). Human growth and development. In *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (pp.57-89). Boston, MA: Pearson.
- King, P. M. & Mayhew, M. J. (2002). Moral judgment development in higher education: Insights from the Defining Issues Test. *Journal of Moral Education, 31*(3) 247-270.
DOI:10.1080/0305724022000008106
- Owens, D., Lacey, K., Rawls, G., & Holbert-Quince, J. (2010). First-generation African American male college students: Implications for career counselors. *The Career Development Quarterly, 58*, 291-300.
- Pike, G. R. (2006). Student's personality types, intended majors, and college expectations: Further evidence concerning psychological and sociological interpretations of Holland's theory. *Research in Higher Education, 47* (7), 801-822. DOI: 10.1007/s11162-006-9016-5
- Theoretical frameworks of identity development theory: foundational theories. (2002). *ASHE-ERIC Higher Education Report. 9-16.*
- Watson, J. C. & Kissinger, D. B. (2007). Athletic participation and wellness: Implications for counseling college student-athletes. *Journal of College Counseling, 10*, 153-162.

Course Polices

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the instructor via e-mail or by phone. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of two classes will result in a drop of one letter grade (each absence shall result in a 5-point deduction of total participation score). However, absences can be excused by providing a doctor’s note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support, and appropriate referral.

Instructional Methodologies: To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede

you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role- plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Students with Disabilities: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach Disability Services at 330-941-1372.

YSU Counseling Program Statement: The Youngstown State University Counselor Education Program prepares students for careers as professional counselors, school counselors, addiction counselors, student affairs professionals, and college counselors. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

YSU CUE-Mail (Common University E-Mail): Each student at YSU has access to an individual CUE-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The CUE-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor's office during the regular posted walk-in hours.