Exploring Leadership: Building Peer Education Skills
TEDU 205-02

Course Term: Fall Express I 2017, August 22-October 6, 2017
Course Credit: 2 Semester Hours
Meeting Time and Place:  T-R 3:05 pm - 4:45 pm; Education Center 215

Professor: Lindy Coleman  
Office Location, Center for Student Learning, Addlestone Library  
Phone: 843-953-8180  
Email: colemanm@cofc.edu  
Office Hours: by appointment

Course Prerequisites:  
Students enrolled in this course must have been nominated and selected to serve as Peer Educators for the upcoming academic year.

Course Description:  
The purpose of this course is to provide a select group of students with the necessary skills to successfully serve in positions of peer education. The student will discuss the roles, responsibilities, and para-professional ethics of peer educators in higher education. The student will describe higher educational issues of student persistence, student success, new student transitions, demographics, and challenges. The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings. The student will develop the ability to serve as a connecting link to College of Charleston campus resources and make effective referrals, when appropriate.

Course Text:  

Course Materials:  
StrengthsQuest Access Code: http://www.strengthsquest.com/content/141212/Purchase.aspx  
YOU WILL NEED TO PURCHASE THIS CODE.

Access to OAKS and CofC Email

Course Goals:  
1. Introduce students to the role of the Peer Educator and the various skills associated with this role.  
2. Introduce students to the importance of peer relations inside and outside of the classroom environment as used to enhance academic and social success of first year students.  
3. Introduce and/or familiarize Peer Educators with College of Charleston rules and regulations as well as the campus resources germane to student success both academically and socially.  
4. Provide a learning environment in which interpersonal and intrapersonal skills are investigated, discussed, and developed within a cadre of students.  
5. Prepare students to become Peer Educators for a variety of peer-led programs at the College of Charleston.
Course Learning Outcomes:
SLO1: The student will discuss the roles, responsibilities, and para-professional ethics of peer educators in higher education.
SLO2: The student will describe higher educational issues of student persistence, student success, new student transitions, demographics, and challenges.
SLO3: The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings.
SLO4: The student will demonstrate the ability to serve as a connecting link to College of Charleston campus resources and make effective referrals, when appropriate.

SOEHHP Dispositions:
The following SOEHHP Dispositions are expressed in this course in student attitudes demonstrated during class participation, in course projects and writing assignments, and performance on both formative and summative assessments. In parentheses following each disposition are ways they can be expressed in EDFS 560-085.

• belief that all students can learn (class discussion)
• value and respect for individual differences (appreciation for varied attitudes, beliefs of classmates, and mindset of entering first-year students)
• value of positive human interactions (class participation)
• exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (in and out of class effort and attitude, completion of assignments on time, quality of work, preparation for and participation in class)
• dedication to inquiry, reflection, and self-assessment (threaded discussions)
• value of collaborative and cooperative work (participation and effort in group discussion; cooperation with peers and learning community faculty in and out of class)
• sensitivity toward community and cultural contexts (class discussion)
• engagement in responsible and ethical practice (honor code)
• development of professional mastery over time (effort in assignments)

Projects and Assignments:
Work Submission: The student, as a professional, is responsible for completion of all assigned readings and submission of all work on time. Late work is not accepted. Do not ask that exceptions be made for you.

Evaluation criteria for assignments and projects are discussed completely in class. If you do not understand, it is your responsibility to ask questions well before the assignment is due, not when an assignment is submitted or after a grade has been earned. All assignments, except threaded discussions, must be type-written using APA style guide. Obtain a copy from the Writing Lab in the Center for Student Learning.

Participation in class is an essential part of the course. Participation requires being completely prepared for every class and actively, meaningfully participating in discussions. Failure to consistently participate may result in a revocation of your Peer Facilitator contract or other peer educator contract.

Attendance Policies:
Attendance in all classes is mandatory. Absences will be dealt with on a case-by-case basis.
**Evaluation Scale:**
This course is graded “Pass/Fail.” To attain a “Pass” grade, all students must:
- Attend all regularly scheduled class periods and associated events;
- Complete and submit all assignments as required;
- Complete all assigned readings prior to scheduled classes and actively participate during class discussions;
- Earn a grade of “C” or better in the course. The departmental grading scale is listed below:

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<th>Final Grade%</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>91-92%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
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**Evaluation:**
Failure to comply with the grading requirements will result in a withdrawal of your contract offer for the position of Peer Facilitator. There may be similar repercussions for other types of peer educators.

**Special Agreements:**
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

**Honor System:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, will be dealt with as prescribed by the Honor Code system. Students can find a complete version of the Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).