Special Topics: Advanced Peer Education  
EDFS 300-01

Course Title: Advanced Peer Education  
Course Number and Section Number: EDFS 300-01  
Academic Term: Spring Express I 2017  
Course Credit: 1 Semester Hour  
Instructor Contact Information:  
Page Keller  
Office Location, Center for Excellence in Peer Education, ECTR 106  
Phone: 843-953-3850  
Email: kellerp@cofc.edu  
Office Hours: by appointment  
Course Meeting Place and Time: Mondays 2:00-2:50 pm, ECTR 218

Course Prerequisites:  
Students enrolled in this section must have successfully completed TEDU 205.

Course Description:  
This course is designed for successful peer educators who will continue mentoring, facilitating, academic coaching, and tutoring undergraduate students in academic courses and support offices at the College of Charleston. Building upon the skills attained in TEDU 205, peer educators will gain experience working with peers in a paraprofessional manner. They will advance their knowledge of facilitation and mentoring in the college setting, as well as gain a deeper understanding of the history of and current issues in higher education and peer education in the US and abroad. These upper-level peer educators assume roles of leadership and responsibility in supporting the academic and social development of other students, and they demonstrate knowledge of and respect for College of Charleston resources, policies, and procedures.

Instructional Objectives and Student Learning Outcomes:  
As a result of this course, students will:  
• apply knowledge of a particular subject matter or discipline through mentoring, facilitating, academic coaching, and tutoring;  
• articulate knowledge of peer education with regard to peer education research, peer educator roles, paraprofessional ethics and professionalism, and programmatic challenges;  
• demonstrate knowledge of issues, such as student retention and persistence, academic and social engagement, student maturation and development, and the demographics of American higher education;
• articulate knowledge of the history of higher education and peer education in the US and abroad;
• apply effective interpersonal communication skills for interacting with undergraduate students in a
variety of peer educator settings; and
• apply advanced peer mentoring skills through an experiential learning opportunity, such as study
abroad or service learning.

Attendance Policy:
Attendance in all classes is mandatory. Absences will be dealt with on a case-by-case basis.

Grading Policy:
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:

<table>
<thead>
<tr>
<th>Final Grade%</th>
<th>Final Grade%</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
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<tr>
<td>B</td>
<td>86-88%</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
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Required Textbook and Readings:

Selected Course Readings (provided)

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
this course.

• 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)

Accommodations for Students with Disabilities:
This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. 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/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.

Academic Integrity Statement:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.
Course Calendar

*Subject to change at the discretion of the instructor.*

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Tuesday, January 17</td>
<td>• Welcome and Introductions • The Idea of Higher Education</td>
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<tr>
<td>Tuesday, January 24</td>
<td>• History of Peer Education and Higher Education • Current Issues in Peer Education</td>
<td>Reflection #1 (OAKS Discussion)</td>
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<tr>
<td>Tuesday, January 31</td>
<td>• Student Development Theories • Student Maturation and Transition • College Student Retention and Persistence</td>
<td>Current Issues Project</td>
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<td>Tuesday, February 7</td>
<td>• Peer Education Relationships • Group Development • Identifying Students At Risk</td>
<td>Reflection #2 (OAKS Discussion)</td>
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<td>Tuesday, February 14</td>
<td>• Didactic Communication Skills • Referral Policies and Skills</td>
<td>Group Project and Presentation</td>
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<td>Tuesday, February 21</td>
<td>• Trinity College Dublin – S2S Programme • SIG for Peer Mentoring &amp; Support in Irish Higher Eds • Your Peer Leadership Style</td>
<td>Group Project and Presentation</td>
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<tr>
<td>Tuesday, February 28</td>
<td>• Feedback, Reflection, and Course Evaluations • Your Peer Leadership Style, Part II</td>
<td>Final Exam</td>
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<td>March 3-11</td>
<td>• Ireland</td>
<td>Ireland</td>
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