Exploring Leadership: Building Peer Education Skills  
TEDU 205-01 CRN #22145

Course Term: Spring Express I 2017, Jan 11, 2017 - Mar 02, 2017  
Course Credit: 2 Semester Hours  
Meeting Time and Place:  T-R 3:05 pm - 4:45 pm; Education Center 218

Professor: Lindy Coleman  
Office Location, Center for Student Learning, Addlestone Library  
Phone: 843-953-8180  
Email: colemann@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 academic resources and social tools required to successfully facilitate peer-led programs at the College of Charleston. Students will develop peer facilitation skills through reading, discussing, and collaborative learning. These activities will explore leadership, facilitation, and the historical background of peer facilitation in American higher education. Additionally, the students will learn about the factors that influence student development, such as personal values, gender, and culture.

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.

Student Learning Outcomes:  
At the conclusion of this course, students will be able to:
• Write and explain their personal leadership philosophy within the context of peer facilitation and student development;
• Create peer-to-peer relationships among student participants and within a student-centered learning environment;
• Write and explain their leadership action plan as it pertains to their first class meeting within their Synthesis Seminar OR in their initial meetings with students in their peer-led programs;
• Write, explain, and implement the Synthesis Seminar syllabus, developed by the Peer Facilitators working individually and within groups—FOR Peer Facilitators Only
• Work competently and appropriately as paraprofessionals individually, in a group environment, and as a peer facilitator or other peer educator;
• Write and explain the Peer Facilitator created Mission Statement as well as implement it within the student-centered learning environment of the Synthesis Seminar OR write and explain a Mission Statement that can be utilized in another peer-led program;
• Demonstrate effective oral and written communication;
• Demonstrate quality facilitation skills to be used in the Synthesis Seminars or other peer-led program;
• Identify and describe College of Charleston academic and student support offices and recognize when to use them as referrals while mentoring first-year students and all students;
• Discuss and describe the transitional issues faced by first-year students and other student populations who are matched with peer educators.

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.

Resource List:
Readings and other course resources will be disseminated in class or via email.

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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<thead>
<tr>
<th>Final Grade%</th>
<th>Final Grade%</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
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<td>B+</td>
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<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>70.71%</td>
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<td>F</td>
<td>0-69%</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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Due</th>
<th>Lesson Plans</th>
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<tbody>
<tr>
<td>Thursday, 1/12/17</td>
<td>• Welcome and Introductions • Syllabus • History of Peer Education • The Role of the Peer Mentor • Ways of Mentoring</td>
<td>~Readings in PMC ~Worksheet on Roles of PE</td>
<td>• See PPT, OAKS and handouts</td>
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| Tuesday, 1/17/17 | • Ethics and Professionalism • Peer Mentoring Do’s and Don’ts • Mentoring Boundaries | ~Personal Leadership Philosophy (Reflection Paper #1) PMC reading ch 5 and 6(OAKS) | • Ethics PPT–definition, and NE application to peer educators. Use worksheet to identify some practices relative to each position  
• Know Thyself PPT on self-awareness and role modeling |
| Thursday, 1/19/17 | • Student Maturation and Transition • Establishing Rapport and Motivating Mentees | ~Stages of mentor relationship (PMC ch 4) ~Growth of relationship and revisit roles of PE | • The First Week! Discussion (see PPT)  
• Assign parts pf PMC chap 4 and complete worksheet |
| Tuesday, 1/24/17 | • Mission Statement | Write mission statement for your program | • PPT  
• Handout in OAKS ‘Creating a Mission Statement that Works!’  
• Non Profit Hub website (in OAKS)  
<p>| Thursday, 1/26/17 | • Writing a Syllabus • Developing Lesson Plans Facilitation Skills • Classroom Management • Emergency Preparedness | | |
| Tuesday, 1/31/17 | • Academic Majors and Advising • Academic Standards and Grading | Leadership Action Plan – First Class Reflection Paper #2 (OAKS) | |
| Thursday, 2/2/17 | • How to Successfully “Coach” Your Peers • Preparing to Study: Organization, Class Analysis, and Time Management | | |</p>
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<tr>
<th>Date</th>
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<tr>
<td>Tuesday, 2/7/17</td>
<td>• One-on-One Mentoring</td>
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<td>• Communication Skills</td>
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<td>(Questioning/Listening Skills, Conflict Resolution, Conferring Skills,</td>
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<td>Constructive Criticism)</td>
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<td>• Campus and Community Resources</td>
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<td>• Making Effective Referrals</td>
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<td>Thursday, 2/9/17</td>
<td>• Role Playing – One-on-One Meetings</td>
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<td>Tuesday, 2/14/17</td>
<td>• Group Presentations</td>
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| Thursday, 2/16/17  | • Michelle Futrell SQ  
Complete the StrengthsQuest Assessment and print their Strengths Insight Report from the main page and bring that to the session. |
| Tuesday, 2/21/17   | • Page Keller SafeZone Training and Ally Certification (Gender Awareness Issues)  
Ally Guide |
| Thursday, 2/23/17  | • Class Wrap up and Prep for Exam                                      |
| Tuesday, 2/28/17   | • Exam                                                                   |