

PART I:

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action
		Date: 05-55	Apr 4/18/06	Apr 5/12/06

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person: Sally Lipsky	Email Address: <u>sal@iup.edu</u>
Proposing Department/Unit: Developmental Studies	Phone: 7-2729

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

☒ New Course
 ☐ Course Prefix Change
 ☐ Course Deletion
☐ Course Revision
 ☐ Course Number and/or Title Change
 ☐ Catalog Description Change

DVST 250: Role of the Peer Educator: Theory, Practice, and Assessment

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

☐ This course is also proposed as a Liberal Studies Course.
 ☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.

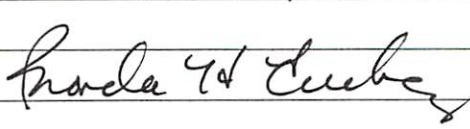
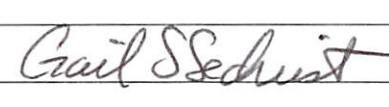
3. Program Proposals

☐ New Degree Program
 ☐ Program Title Change
 ☐ Other
☐ New Minor Program
 ☐ New Track

Current program name

Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)		3/1/2006
Department Chair(s)	C. Conway	3/1/06
College Curriculum Committee Chair		
College Dean		3/13/06
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
Received UWUCC Co-Chairs		4-18-06

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* where applicable

PART II. Description of Curricular Change

SYLLABUS OF RECORD

I. Catalog Description

DVST 250 Role of the Peer Educator: Theory, Practice, and Assessment 1 class hour
0 lab hours
Prerequisites: Permission of instructor 1 credit
(1c-0l-1cr)

Prepares selected students for the role of a peer educator within the higher education setting. Includes the topics of student learning and problem solving, facilitative helping and interpersonal communication, peer leadership, and assisting peers with how to effectively and efficiently succeed at the college level. (Roles include Supplemental Instruction leader, tutor, peer advisor, workshop leader.)

II. Course Objectives

Students will be able to:

1. Describe the purposes and impacts of the specific peer educator roles.
2. Observe and summarize characteristics of effective peer educator sessions.
3. Understand the theoretical elements of facilitative helping and collaborative learning.
4. Demonstrate effective problem solving skills.
5. Demonstrate knowledge of appropriate resources and agencies for referring peers.
6. Demonstrate an understanding of how to assist other students with implementing appropriate college success strategies.
7. Assess performances of Peer Educators.
8. Relate effective practices to student success outcomes.

III. Course Outline:

- A. Roles and responsibilities of peer educator positions. Developing peer leadership skills. (1 hour)
- B. Differences in student development and student learning. (1 hour)
- C. Collaborative learning and facilitative helping: what are they, why are they important, and how are they implemented? (2 hours)
- D. Effective college success strategies. (1.5 hours)
- E. Effective interpersonal communication with peers. (2 hours)
- F. Characteristics of effective peer educator sessions. (1 hour)
- G. Simulated sessions and role playing. (2 hours)
- H. What would you do if...?: Dealing with difficult, uncomfortable, or problematic situations. Referring students to other services and resources. (2 hours)
- I. Assessing student outcomes and the impact of peer educators. (1.5 hour)
- J. Planning, leading, and assessing a trial peer educator session. (1 hour final exam)

IV. Evaluation Methods

The final grade will be determined as follows:

- 1) Actively participate in all class sessions and complete all assignments. **25% of final grade**
- 2) Either Option A or Option B, according to peer educator job position. **75% of final grade**

Option A: For Academic Peer Tutors, Supplemental Instruction Leaders, and Workshop Leaders

1. Observe and critique four peer-led sessions (50% of grade)
2. Lead and critique a trial session (25% of grade)

Each critique should be a typed summary (2-3 pages) that includes:

- *What* happened during the session (a description of activities);
- *How* the leader facilitated or acted during the session;
- *How* the participant(s) responded or acted during the session;
- *What* were the main strengths and weaknesses, including recommendations for future sessions?

Option B: For Peer Advisors

1. Student Development Paper (25% of grade)
Assess your present level of growth and development in relation to a student development theory. Complete an autobiographical study of your own development in the context of Arthur Chickering's Seven Vectors. For each vector:
 - ⇒ Assess your perceived development within the vector.
 - ⇒ Identify experiences in life that contributed to your growth and success within the vector.
 - ⇒ Describe what you need to do to promote further personal development in this vector.
 - ⇒ Summarize how your understanding of student development theory assist you as a Peer Educator
2. Freshman Seminar (group project): Develop and facilitate a group seminar topic based on a selected chapter in Carranza, C. (2000). *Listen to what students say: A college success guide*. (50% of grade)

Grading: 90% & above of total points: A (excellent effort/work)
80-89% of total points: B (above average effort/work)
70-79% of total points: C (average effort/work)
60-69% of total points: D (below average effort/work)
59% & below of total points: F (poor effort/work)

Note: Students must earn a final grade of A or B in order to work as a Peer Educator.

V. Attendance Policy

Students are expected to attend each class, with the exception of personal illness or personal emergency. Students are expected to contact the instructor if they will not be attending a class session.

VI. Required textbooks, supplemental books and readings

Ender, S. & Newton, F. (2000). *Students helping students*. San Francisco: Jossey-Bass Publishers.

Supplemental books and readings from:

- Arendale, D. R. (2003). *Supplemental Instruction study strategies; Using the information processing model*. (Unpublished paper.) General College, University of Minnesota-Twin Cities.
- Carkhuff, R. R. (2000). *The art of helping in the 21st century (8th ed.)* Amherst, MA: Human Resource Development Press.
- Carranza, C. (2000). *Listen to what students say: A college success guide*. Dubuque, IA: Kendall/Hunt Publishing Co.
- Cross, K. P. & Angelo, T. A. (1988). *Classroom assessment techniques: A handbook for faculty*. Ann Arbor, MI: National Center for Research on the Improvement of Postsecondary Teaching and Learning.
- Dembo, M. H. (1998). *Applying educational psychology (5th ed.)*. New York: Longman.
- Knowles, M. S. (1984). *The adult learner: A neglected species*. 3rd ed. Gulf Publishing Co.
- Lipsky, S. (2004). *College study: The essential ingredients*. Upper Saddle, NJ: Prentice Hall Publishers.
- University of Missouri at Kansas City (1996). *The leader's guide to Supplemental Instruction*.

VII. Bibliography

- Boylan, H. 2002. *What works: Research-based best practices in developmental education*. Center for Research in Developmental Education, Appalachian State University, p. 49.
- Casazza, M., & Silverman, S. (1996). *Learning assistance and developmental education*. San Francisco: Jossey-Bass.
- Deese-Roberts, S. (ed.) *CRLA tutor training handbook, revised edition*. College Reading and Learning Association.
- Higbee, J. L. (1996). Ability, preparation, or motivation. *Research and Teaching in Developmental Education*, 13(1), 93-96.
- Hock, M., Schumaker, J. & Deshler, D. (1995). *Training strategic tutors to enhance learner independence*. *Journal of Developmental Education*. 19(1), 18-26.
- Gier, T. & Hancock, K. (1994). *Tutor training: An examination of community college, college and university tutor programs in the United States and Canada*. In Mioduski, S. & Gwyn E. (ed.) *Proceedings of the 13th and 14th Annual Institutes for Learning Assistance Professionals: 1992 and 1993*. Tucson, AZ: University Learning Center, University of Arizona. 24-42.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Co.
- MacDonald, R. B. (1994). *The master tutor: A guidebook for more effective tutoring*. Williamsville, New York: Cambridge Stratford.
- Tindall, J. A. & Gray, H. D. (1985). *Peer power: Becoming an effective peer helper*. Muncie, IN: Accelerated Developmental Inc.
- Wlodkowski, R. J. (1993). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass Publishers

Course Analysis Questionnaire

Section A: Details of the Course

- A1. The course is designed for students chosen to work in the peer assistance program within the Center of Learning Enhancement, Department of Developmental Studies. Each term approximately 50 peer educators work as walk-in tutors, workshop leaders, Supplemental Instruction leaders, or peer advisors. Qualifications include a high CGPA, earned "A" for coursework in targeted subjects, two faculty recommendations, and an interview. Students must successfully complete this proposed course (earn an "A" or "B") before beginning the paid Peer Educator position.
- A2. This course does not require changes in any other course in the department.
- A3. Three sections of this course were offered as LRNC 281, Spring term 2006, with a total enrollment of approximately 30 students.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Similar courses are offered at the following institutions, such as:
1. Clemson University – *ED 111, Introduction to Supplemental Instruction* and *ED 110, Introduction to Tutoring* (1 credit each)
 2. Miami University – *EDT 310, Methods of Tutoring Adults* (1 credit)
 3. Middle Tennessee State University – *ACA 3000, The Theory and Practice of College Peer Tutoring* (2 credits)
 4. North Carolina State University, Raleigh – *ECI 210, Introduction to College Tutoring* (1 credit)
 5. University of California, Berkeley – *Education 97/197, Craft of Facilitating* (1-3 credits)
 6. University of Georgia – *ECHD 3010, Paraprofessional Helping Strategies* (1 credit)
 7. University of Massachusetts, Amherst – *Seminar in the Teaching of Writing* (1 credit)
 8. University of Michigan – *SWC 300, Seminar in Peer Tutoring* (3 credits)
 9. University of Minnesota, Duluth – *SSP 3003, Individualization of Instruction* (2 credits) and *SSP 3003, Tutor Training* (2 credits)
 10. University of North Carolina at Wilmington – *EDN, Tutoring Individuals and Small Groups* (2 credits)
 11. Utah State University – *MHR 2160, Student Applied Leadership Training* (2 credits)
 12. Weber State University – *ED 2920, Tutor Training* (1 credit)
- A7. The College Reading and Learning Association (CRLA) requires the content and skills of this course as part of the guidelines for certification of tutorial programs. The National Association of Developmental Education (NADE) requires the content and skills of this course as part of program certification for course-based assistance programming.

Section B: Interdisciplinary Implications

- B1. The course will not be taught by instructors from more than one department or team taught within the department.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course will not be cross-listed.
- B4. No seats will be made available to students in the School of Continuing Education.

Section C. Implementation

- C1. No new faculty member is required to teach this course. Faculty in the Department of Developmental Studies who serve as supervisors of peer educators will teach the course.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are adequate.
 - e. The Department budget is sufficient to defray the expenses associated with copying articles and handouts for students.
- C3. No grant funds are necessary to provide supplementary materials.
- C4. In order to replenish peer educator positions, the course likely will be offered every fall and spring term.
- C5. Two to three sections likely will be offered fall and spring terms.
- C6. Up to 10 students can be accommodated in this class, which requires adequate time for individual observations and assessments by the instructor.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

Section D: Miscellaneous

(No additional information.)

Paul Hrabovsky, Department Curriculum Committee Chair
March 2, 2006

Claire Dandeneau, Chairperson
Department of Counseling
206 Stouffer Hall

Dr. Dandeneau,

As a Department we feel that it is important to thank the Department of Counseling for its support as we developed programming to work with our student peer workers and train them to be effective in their various roles within the Learning Enhancement Center. As you are probably aware, our field of Developmental Education is in an evolutionary process that has moved our focus toward more defined and technologically enhanced methods of peer assistance. We feel that it is time to embrace the research and publications of our field and to promote our expertise in the role of peer education. Enclosed you will find a curriculum proposal developed by Sally Lipsky and Stacey Winstead as one of the first of many steps in that direction. We would appreciate your review of the proposal and if possible, a letter of support for the proposed course.

Again, thank you for your time and historical support that your Department has shown.

Paul Hrabovsky
Math Specialist for the Department of Developmental Studies