

**COURSE:** EDP 369K Peer Helping Concept & Process (#10585), Spring 2016

**CLASS TIME:** Tuesdays and Thursdays, 3:30 – 5:00 p.m.

**CLASS LOCATION:** College of Pharmacy Building (PHR 2.108)

## LOCATION AND OFFICE HOURS

New Student Services; Student Services Building, Suite 3.410

Instructor/Supervisor office hours are best made by appointment. NSS is open from 8 a.m. – 5 p.m. M-F

## INSTRUCTORS

**Celena Mondie-Milner, Ph.D.** (celena.milner@austin.utexas.edu)

**Kyle S. Clark, M.Ed.** (kyle@austin.utexas.edu)

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## COURSE DESCRIPTION

EDP 369K Peer Helping: Concept and Process is designed to educate orientation advisors and extended orientation leaders in the areas of student development theory, peer leadership, personal leadership development, campus resources, academic pre-advising, social responsibility/social justice, and campus safety. This course will help students develop the appropriate skills necessary to acclimate new first-year and transfer students to the university. Course topics will include but are not limited to: university core values, interpersonal communication skills, campus and academic resources, academic pre-advising training, facilitation skills, assessment, social media responsibility, social identities and other subjects of importance to assist new students and family members.

## COURSE OBJECTIVES

In order to successfully complete the course, students will become proficient in the following objectives:

1. Develop an understanding of the field of Student Affairs and the types of research that inform it.
2. Articulate the roles and responsibilities of a peer leader and University ambassador.
3. Understand and be able to convey the University of Texas at Austin Mission, Core Values, and Student Honor Code.
4. Become familiar with campus resources, campus history/traditions, and campus layout in order to guide and refer new students.
5. Demonstrate effective interpersonal communication and facilitation skills.
6. Learn and apply creative strategies to educate new students on sensitive topics, such as campus safety and social responsibility.
7. Increase self-awareness by exploring personal beliefs, values, and identities and how they impact personal leadership development and effectiveness.
8. Gain college-specific knowledge and skills needed to pre- or post-advise students.

## ACCOMMODATIONS

As early as possible in the semester, students with disabilities who need special accommodations should present a letter to the instructors prepared by the Services for Students with Disabilities (SSD) area in the Division of Diversity and Community Engagement. To ensure that the most appropriate accommodations can be provided, students should contact SSD at 512-471-6259 or VP: 866-329-3986 or via e-mail at [ssd@uts.cc.utexas.edu](mailto:ssd@uts.cc.utexas.edu).

## RELIGIOUS AND CULTURAL OBSERVANCES

Persons who have religious or cultural observations that conflict with class meetings or assignments due should let instructors know by the 12<sup>th</sup> class day, so that you will not be penalized for missing class/assignments. We strongly encourage you to honor your cultural and religious holidays. Let Kyle Clark know via email by **February 3, 2016**.

## SEXUAL HARASSMENT

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. In other words, all students at the university are entitled to study and to work free from the threat of sexual intimidation and

discrimination from faculty and other university employees. A representative from the Office of the Dean of Students, a department chair, or other university administrators can assist if you need to file a complaint.

**POLICY ON SCHOLASTIC DISHONESTY**

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university, as well as your student leader program. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. All work must be done on an individual basis unless explicitly stated by the instructor and in the assignment description. Any unauthorized or collaborative work will be considered academic dishonesty and will be referred to Student Judicial Services (SJS). Visit <http://deanofstudents.utexas.edu/sjs> for more information.

**USE OF E-MAIL**

We encourage you use an official university e-mail account (e.g. @utexas.edu accounts) for the OA listserv and other official communication with and from New Student Services. If you choose to forward your official university e-mail to another e-mail account, make sure that NSS related e-mails do not get sent to your junk/bulk mailbox, as you will still be responsible for material we e-mail to you. You are expected to check this account frequently to keep up with updates, announcements, and other official NSS information.

**CELL PHONES, LAPTOPS AND SOCIAL MEDIA POLICY**

Unless you have received prior permission from the instructor, cell phones, laptops and other electronic devices should be put away during class. Disruptions during class will result in disciplinary action. Cell phone and laptop use is not allowed during class, unless prompted by the instructors. If you need to take an important call/text, step outside of class and return as soon as possible.

In order to maintain our classroom environment, sustain integrity of our program and represent the university to the very best we can, New Student Services asks everyone involved with our program to maintain high ethical leadership and use better judgment with regard to social media such as Facebook, Twitter, text messaging, etc.

**CLASS ASSIGNMENTS**

Assignments need to be submitted no later than the beginning of the class period of the due date. Instructions on how to submit various assignments are outlined in the course timeline. Late assignments will be penalized, however it is an expectation that all students complete all assignments for the course.

**CLASS ANNOUNCEMENTS**

Students must sign up to make announcements prior to beginning of class. If time permits, announcements will be made during class. Announcements must pertain to and be directly related to class or events that pertain to the majority of the students in the class. No announcements regarding personal messages, fundraisers or political campaigns are allowed.

**REQUIRED READING**

1. **Peer Helping Concept & Process Course Packet.** Available at Jenn's Copy, the Dean Keeton location. Students can anticipate that the readings, handouts and information in the text and course packet, as well as any lecture notes, will be used to develop the exams as part of this course. You will be responsible for all information that is in the course packet.
2. Additional Readings may be assigned at the instructor's discretion and will be posted on Canvas.

**CLASS GRADING**

Class will be graded/scored with the following percentages in mind. Attendance is extremely important to the information covered in class.

Attendance and Participation	25%
Academic Training	20%
Quizzes	5%
Topic Journals	3%
Poster Presentation	2%
Campus Resources Assignment	10%
Campus Tour Write-up and Presentation	10%
Exam I	10%
Facilitation Practice and Presentation	5%
Exam II	10%
<b>TOTAL FOR THE COURSE</b>	<b>100%</b>

**Attendance and Participation (25%):**

Attendance and participation is critical to your success in the course. If you anticipate missing a class, please contact your instructor prior to the class. If you miss a class due to unforeseen circumstances, contact the instructor the following day or as soon as possible to discuss how to make up for missed work.

**Academic & Co-curricular Training (20%):** Students will be assigned to one of the following cohorts to work on aspects of the class supplemental training: Business, Communication, Education, Engineering, Fine Arts, Geosciences, Health Professions, Liberal Arts/Liberal Arts Honors, Natural Sciences, Plan II, Undergraduate Studies or Camp Texas. Beginning in February, students will begin meeting with their cohorts. Academic and Co-curricular Training will **occur each Tuesday between February 3<sup>rd</sup> through March 8<sup>th</sup> as well as Thursday, April 28<sup>th</sup> and Tuesday, May 3<sup>rd</sup>**. During Academic & Co-curricular Training, you will meet with designated staff at a separate location, **not in our classroom**. The cohort leaders will submit a grade evaluation for each student assigned to her/his/hir cohort.

All academic and co-curricular training sessions are MANDATORY and should be treated the same as class attendance.

- **LOCATIONS:**

Business	CBA 2.400	Liberal Arts/Honors	MEZ 1.120
Communication	BMC 2.508	Natural Sciences	WEL 3.266
Education	SZB 422	Nursing	TBD
Engineering	MEZ 1.206	Plan II	CLA 2.102
Fine Arts	DFA 1.103	Undergrad. Studies	JES 309A

**Topic Journals (3%):** You will be asked to complete three (3) Topic Journals throughout the semester over a specific topic or question. Each journal should be completed in a Word Document, two pages in length, using one-inch margins on all four sides, 12-point font and double-spaced. We are not grading you on the content/opinion of your journal. We will grade based on grammar/syntax, how well you give an analysis of the topic, whether you followed instructions correctly and if you completed the assignment. **Submit journals via Canvas on the day they are due no later than 3:00 p.m.**

**Campus Resources Assignments (10%):** As a peer leader, incoming students will look to you to be knowledgeable about campus, therefore you need to be knowledgeable about various campus resources the university offers as well as have a working understanding of the campus environment. This project is intended to serve two purposes: enhance your communication skills and disseminate information from your interviews with some of The University of Texas at Austin's offices, programs, and services to your peers. **The Campus Resources PowerPoint Presentations are due by NOON on Thursday February 25<sup>th</sup>. The remainder of the assignments are due periodically throughout the semester (see schedule for specific dates).**

**Poster Presentations (2%):** Students will be assigned in teams to research a topic and present a poster presentation on the impact of a university wide orientation program on student transition and success. Teams will be assigned on **February 4<sup>th</sup>** in class and the posters are due and will be presented on **March 3<sup>rd</sup>**.

**Campus Tour Write-up (5%):** You will be required to complete your own Campus Tour applying information shared in class. You should have your tour type-written in paragraph form when you submit it in class. Further instructions will be given in class regarding the assignment. **The Campus Tour Write-up is due Thursday, March 10<sup>th</sup>.**

**Campus Tour Presentation (5%):** Students in the course will give a campus tour and will be evaluated on the following criteria: genuine interest in the topic; accurate information; presentation style; tour flow; inclusion of pertinent buildings and campus information; ability to answer audience's questions; ability to work with partner; and overall quality of the tour. **Campus Tour Presentation will be Thursday, March 31<sup>st</sup>.**

**Facilitation Practice and Presentation (5%):** Each student will be required to practice her/his/hir facilitation skills in class. Students will be evaluated on projection, body language, eye contact, volume, flow, professionalism, poise, evidence of planning/preparation, clarity, content, engaging the audience, interaction with partner and overall facilitation. **The assignment will be presented in pairs provided by the course instructor on either Thursday, April 14<sup>th</sup> or Tuesday, April 19<sup>th</sup>.**

**Exam I & II (10% each):** Students will be accountable for the information learned in this course. Two exams will be given, one mid-semester and one at the end of the semester. The exam will test your in-class knowledge, understanding of the reading assignments as well as preadvicing information. **Exam I will be in class on March 24<sup>th</sup> and Exam II will be in class on April 21<sup>st</sup>.**

## CLASS SCHEDULE, ASSIGNMENTS, ETC.

CLASS DATE	SUBJECT MATTER	CLASS LECTURE, DISCUSSION	ASSIGNMENTS DUE	LEARNING OBJECTIVES
Tuesday 1/19	Class Introduction Roles and Responsibilities	Class and staff introductions, course syllabus and an overview to the orientation advisor role and responsibilities.	Purchase Reading Materials for the course	Objective #1
Thursday 1/21	Student Development Theory in Higher Education	The field of student affairs will be shared, through the lens of student development theory as the pedagogy of our work	No Assignments Due	Objective #1
Tuesday 1/26	Student Development and Peer Leadership	Our VPSA will give an overview of leadership with an activity that personifies the effectiveness of good leadership and communication	<b>Journal Topic #1</b> Due via Canvas	Objective #1
Thursday 1/28	Core Values, Representing the University as a Leader	Our Dean of Students will give an overview of the university core values and their importance in your work as peer leaders to the university	<b>Read Section 1:</b> Student Development Theory & Peer Leadership	Objective #1, 2
Tuesday 2/2	Academic Training	Students will meet with their assigned academic advisors to receive training on pre and post advising	<b>Campus Resources – Academics Due</b> via Canvas	Objective #1, 2, 5, 8
Thursday 2/4	Responsibilities of Peer Leadership	Discussion on how peer leadership demands high levels of effective communication, a humble approach to leadership and working together	<b>Quiz #1: Section 1 of course reader</b>	Objective #2, 5
Tuesday 2/9	Academic Training	Students will meet with their assigned academic advisors to receive training on pre and post advising	No Assignments Due	Objective #1, 2, 5, 8
Thursday 2/11	Supporting Transition Issues for New Students	Connected with the readings, discussion on how peer leaders can best support the transition of new students to the university.	<b>Read Section 2:</b> 1 <sup>st</sup> Year Students and Transition	Objective #3, 4, 5
Tuesday 2/16	Academic Training	Students will meet with their assigned academic advisors to receive training on pre and post advising	<b>Campus Resources – History &amp; Traditions Due</b> via Canvas	Objective #1, 2, 5, 8
Thursday 2/18	Exploring Social Identities and Self as a Leader; Campus Tour Training	We will give an introductory look how to write and give a campus tour and introduce crisis/risk management as a leadership function of being an OA.	<b>Read Section 3:</b> UT History & Tradition	Objective #4, 7
Tuesday 2/23	Academic Training	Students will meet with their assigned academic advisors to receive training on pre and post advising	No Assignments Due	Objective #1, 2, 5, 8
Thursday 2/25	Campus Resources Presentations	Students will come up and present information on their assigned campus resource.	<b>Campus Resources PowerPoints Due</b> via Canvas	Objective #4, 5
Tuesday 3/1	Academic Training	Students will meet with their assigned academic advisors to receive training on pre and post advising	No Assignments Due	Objective #1, 2, 5, 8
Thursday 3/3	University Wide Orientation Program Poster Presentation	Students will present their research on a topic of choice that supports first-year transition in a poster presentation with invited guests	<b>Poster Presentations Due</b>	Objective #2, 5, 8
Tuesday 3/8	Academic Training	Students will meet with their assigned academic advisors to receive training on pre and post advising	<b>Campus Resources – Student Services Due</b>	Objective #1, 2, 5, 8
Thursday 3/10	Study Guide Exam I	Students will receive the study guide for the first exam and have questions answered.	<b>Campus Tour Write-up Due</b>	Objective #4
3/14-18	SPRING BREAK	No Assignments	No Assignments Due	N/A

# EDP 369K – PEER HELPING: CONCEPT & COURSE SYLLABUS

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CLASS DATE	SUBJECT MATTER	CLASS LECTURE, DISCUSSION	ASSIGNMENTS DUE	LEARNING OBJECTIVES
Tuesday 3/22	University Traditions, Camp Texas	<i>Discussion on University Traditions and Camp Texas as the official extended orientation program at UT</i>	<b>Journal Topic #2</b> Due via Canvas	Objective #4
Thursday 3/24	Exam I	<i>The first exam will be given</i>	<b>Exam I</b>	Objective #2
Tuesday 3/29	Crisis-Risk Management	<i>Discussion on the importance of knowing and being able to execute crisis management at large scale programming such as new student orientation</i>	<b>Read Section 4:</b> Overcoming	Objective #4, 6
Thursday 3/31	Campus Tour Presentations	<i>Students will give campus tours in small groups</i>	<b>Campus Resources – Campus Services Due</b>	Objective #4, 5
Tuesday 4/5	Family Orientation & Transfer Student Success	<i>Introduction of Family Orientation and Transfer student initiatives</i>		Objective #4
Thursday 4/7	Facilitation Skills Be Vocal	<i>Learning how to have effective peer-to-peer conversations around sensitive issues as well as how to have confidence in facilitating those discussions</i>	<b>Read Section 5:</b> Cultural Competence and Diversity	Objective #5
Tuesday 4/12	Title IX / FERPA Social Media Responsibility	<i>Introduction of the Family Education Rights and Privacy Act, Title IX issues and social media responsibility as a peer leader</i>	<b>Journal Topic #3</b> Due via Canvas	Objective #2, 4
Wednesday 4/13	<b>REQUIRED OUT OF CLASS SESSION</b> <b>VOICE AGAINST VIOLENCE PROJECT PRESENTATION</b>			
Thursday 4/14	Facilitation Presentations; Exam II Study Guide	<i>Students will present in pairs based on an assigned peer facilitation activity and receive peer feedback on their presentations</i>	Facilitation Presentations due	Objective #5
Tuesday 4/19	Facilitation Presentations	<i>Students will present in pairs based on an assigned peer facilitation activity and receive peer feedback on their presentations</i>	Facilitation Presentations due	Objective #5
Thursday 4/21	Exam II Supporting Academic Success Communities	<i>Exam II will be given, then guest speaker(s) will introduce various academic initiatives to support 4-year graduation</i>	<b>Read Section 6:</b> Peer Advising and Facilitation Skills	Objective #6, 7
Tuesday 4/26	Diverse Student Populations Panel & Student Veterans	<i>We will host a panel of students and staff that work with diverse student populations and the class will hear about their scope and ask questions</i>	<b>All extra credit opportunities are due</b>	Objective #3, 4, 7
Thursday 4/28	Academic Training	<i>Students will meet with their assigned academic advisors to receive training on pre and post advising</i>	No Assignments Due	Objective #1, 2, 8
Tuesday 5/3	Academic Training	<i>Students will meet with their assigned academic advisors to receive training on pre and post advising</i>	No Assignments Due	Objective #1, 2, 8
Thursday 5/5	Last Class Day	<i>Final day to wrap up learning before we approach OA Workshop in preparation for the summer!</i>	Complete Course Instructor Survey in class	Objective #1, 5

**Class Dates:** It is important to note that class subject matter and guest speakers are subject to change at the instructors' discretion.

**Extra Credit Opportunities:** Throughout the semester, New Student Services will identify opportunities to receive extra credit for the course, either by attending designated programs and events and submitting a write up on your experience or responding through Canvas to a particular prompt.