Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: TEDU

2. Course Number and Title: TEDU205 Exploring Leadership: Building Peer Facilitation Skills
   Number of Credits: 2  Total hrs/week: 2
   Lecture: □  Lab: □  Recitation: □  Seminar: □

For Independent study courses:
   Research: □  Field experience: □
   Clinical Practice: □  Internship: □
   Practicum: □  Independent Course Work: □

3. Semester and year when course will first be offered: Spring 2010

4. Catalog Description (please limit to 50 words):
   The purpose of this course is to enroll a group of faculty nominated students who will facilitate student experiences. Students will develop peer facilitation skills through reading, discussing, and collaborative learning about leadership, facilitation, and the historical background. Additionally, the students will learn about the factors that influence student development, such as personal values, gender, and culture.

5. Check if appropriate: Humanities: □ Social Science: □ (meets minimum degree requirements)
   Check if appropriate: □
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Student must be nominated to serve as a Peer Facilitator in order to enroll in this course. Enrollment in this course requires faculty nomination.

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   Course Goals:
   1. Introduce students to the role of the Peer Facilitator and the various skills

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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 Facilitators 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 for the leadership position of Peer Facilitators for first year students in the First-Year Experience program.

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;
• Write, explain, and implement the Synthesis Seminar syllabus, developed by the Peer Facilitators working individually and within groups;
• Work competently and appropriately as paraprofessionals individually, in a group environment, and as a peer facilitator;
• Write and explain the Peer Facilitator created Mission Statement as well as implement it within the student-centered learning environment of the Synthesis Seminar.
• Demonstrate effective oral and written communication.
• Demonstrate quality facilitation skills to be used in the Synthesis Seminars.
• Identify and describe College of Charleston academic and student support offices and recognize when to use them as referrals while mentoring first-year students.
• Discuss and describe the transitional issues faced by first-year students.

b) How does the course support the mission statement of the department and the organizing principles of the major?

N/A

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

N/A

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Linked to first year experience.

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8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
   No

   b) Please explain overlap with any existing courses.
   None

9. Method of teaching:
   Discussion and Collaboration

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   None

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   None

   c) Frequency of offering:
      each fall: [ ]   each spring: [x]
      every two years: [ ]   every three years: [ ]
      other: [ ] (Explain): [__]  

11. Requirements for additional resources made necessary by this course:

   a) Staff:
      N/A

   b) Budget:
      N/A

   c) Library:
      N/A

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
    attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [ ] yes   [x] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

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14. Signature of Department Chair or Program Director:

Date: ________________

15. Signature of Dean of School:

Date: ________________

16. Signature of Provost:

Date: ________________

17. Signature of Business Affairs Official

Date: ________________

18. Signature of Curriculum Committee Chair

Date: ________________

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

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major, minor, concentration and/or list of approved electives here:
School of Education - College of Charleston

TEDU 205

“Exploring Leadership: Building Peer Facilitation Skills”

Course Term: Express II 2009

Course Credit: 2 Semester Hours

Meeting Time and Place: MW, 3:00 – 5:00 p.m., Location TBD

Professor: Page Keller, M.Ed.
Office Location, Lightsey Center Annex
Phone: 843-953-1403
Email: kellerp@cofc.edu
Office Hours: MWF 8:30 – 10:30 and by appointment

Course Prerequisites: Students enrolled in this course must have been nominated and selected to serve as Peer Facilitators 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 first year Synthesis Seminars. 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 and Materials:

Other: Access to WebCT & Edisto email account

Course Goals:
1. Introduce students to the role of the Peer Facilitator 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 Facilitators 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 Facilitators for first year students in the First-Year Experience program.

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;
- Write, explain, and implement the Synthesis Seminar syllabus, developed by the Peer Facilitators working individually and within groups;
- Work competently and appropriately as paraprofessionals individually, in a group environment, and as a peer facilitator;
- Write and explain the Peer Facilitator created Mission Statement as well as implement it within the student-centered learning environment of the Synthesis Seminar.
- Demonstrate effective oral and written communication.
- Demonstrate quality facilitation skills to be used in the Synthesis Seminars.
• Identify and describe College of Charleston academic and student support offices and recognize when to use them as referrals while mentoring first-year students.
• Discuss and describe the transitional issues faced by first-year students.

Course Requirements:
Students must successfully complete each of the assignments listed below. Descriptions of these assignments can be found in “Descriptions of Projects and Assignments.”

• Leadership Philosophy
• Threaded Discussions
• Mission Statement
• Leadership Action Plan
• Campus Resources Assignment
• Synthesis Seminar Syllabus Development

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.

• 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)

Description of 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.

Required Assignments:

Leadership Philosophy: Students will be asked to write a short leadership philosophy statement during the first portion of the semester. The Leadership Philosophy will ask students to incorporate their previous experiences that have elements of leadership creation and implementation. As the semester progresses, and through the inclusion of assigned readings and guest lectures, students will revise their Leadership Philosophy to demonstrate their personal growth throughout the semester. Student revisions at the end of the semester will include a reflection on their development and will address their experiences within the class setting.

Threaded Discussions: On WebCT, students will respond to several major issues involving leadership, facilitating groups, and first year student transitions. Responses will be due at regular intervals and it will be the responsibility of the student to electronically respond to their peers within the training class, thinking about some of the issues raised during the discussions.
Additionally, classwork, readings from the text, as well as other sources will form the basis for questions, case studies, issues, and ideas that will be raised during the threaded discussions.

**Mission Statement:** Students will work as a team to create a Mission Statement for the Synthesis Seminar program. This Mission Statement should reflect the role of both the facilitators and the first year student participants; additionally, students should investigate the associated First-Year Experience program (its goals, objectives, and learning outcomes) and incorporate specific information about it within the mission statement. The mission statement should reflect the nature of the Peer Facilitators (their personal and academic background, why they chose to apply for the position, the roles they will play as PFs, etc.) in an effort to personalize the mission statement to this specific group of peers in leadership roles.

**Leadership Action Plan:** Students will complete a “First Day” action plan that reflects how they will lead their Synthesis Seminar students during the first class period in Fall 2009. This will be in a lesson plan format (provided during a class period) and will be a culminating assignment, developed from all aspects of the training class. Students should include specifics that they will address with the participants, creating a connection between their leadership philosophy, the Synthesis Seminar syllabus, and the Leadership Action Plan.

**Campus Resources:** Students will collaborate to compile a Campus Resource guide for first-year students. The assignment will be given during the second day of class and will be due in Week 6.

**Synthesis Seminar Schedule Development:** Students, along with the instructor’s support and experience, will work together to form the weekly schedule that will include lesson plans, learning objectives, and activities for the Synthesis Seminar. Students will work both as a large group and as individual learners to develop the Synthesis Seminar schedule. As a group, students, along with the instructors, will determine what should be included within the Synthesis Seminar schedule (i.e. learning outcomes, daily schedule, assignments, etc.). Individually, each student will be responsible for a particular portion of schedule creation and will report back to the group, providing supportive arguments for what he/she chose to include that specific week. Peer Facilitators will present their schedules during the final class period.

**Resource List:**
Readings and other course resources will be disseminated in class, on WebCT, or online.

**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:

<table>
<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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<tr>
<td>B+</td>
<td>89-90%</td>
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<tr>
<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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**Evaluation:**
Failure to comply with the grading requirements will result in a withdrawal of your contract offer for the position of Peer Facilitator.

**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>Class Preparation</th>
<th>Due</th>
<th>Class Location</th>
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</thead>
<tbody>
<tr>
<td>Wednesday, 3/11</td>
<td>Introductions, Course Overview, Syllabus Review, and Chapter Assignments</td>
<td><strong>READ:</strong> <em>QEP Introduction and Ch. 5.</em></td>
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<td>ECTR 102</td>
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<td><strong>READ:</strong> <em>Peer Leadership Programs (FYE Monograph 32)</em></td>
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<tr>
<td>Monday, 3/16</td>
<td>The First-Year Experience at CofC <em>(Guest: Veteran PFs &amp; Susan Kattwinkel, FYE)</em></td>
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<td>Peer Leadership Programs</td>
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<td>Wednesday, 3/18</td>
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<td>DUE: Work on Leadership Philosophy and Respond to WebCT Discussion</td>
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<td>Monday, 3/23</td>
<td>Peer Educators on the College Campus: The Impact of Peers <em>(Guest: Mindy Miley, NSP)</em></td>
<td><strong>READ:</strong> <em>E/N: Ch. 1, 2</em></td>
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<td>ECTR 102</td>
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<td>DUE: Leadership Philosophy Draft</td>
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<td>Wednesday, 3/25</td>
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<td>DUE: Meet with Co-PF (if you have one).</td>
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<td>Monday, 3/30</td>
<td>Intercultural Competence &amp; Interpersonal Communication</td>
<td><strong>READ:</strong> <em>E/N: Ch. 3, 4</em></td>
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<td>ECTR 102</td>
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<td>Wednesday, 4/1</td>
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<td>DUE: Respond to WebCT Discussion and Work on Mission Statement</td>
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<td>Monday, 4/6</td>
<td>Problem Solving, Group Dynamics, &amp; Effective Leadership</td>
<td><strong>READ:</strong> <em>E/N: Ch. 5, 6, 7</em></td>
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<td>ECTR 102</td>
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<td>Wednesday, 4/8</td>
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<td>DUE: Mission Statement</td>
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<tr>
<td>Monday, 4/13</td>
<td>Problem Solving, Group Dynamics, &amp; Effective Leadership <em>(Guest: Michael Duncan, HSCL)</em></td>
<td><strong>READ:</strong> <em>Leadership Education (FYE Monograph 32)</em></td>
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<td>DUE: Leadership Action Plan</td>
<td>Higdon Student Leadership Center</td>
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<td>Wednesday, 4/15</td>
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<td><strong>DUE:</strong> Work on Campus Resources Assignment</td>
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<td>Monday, 4/20</td>
<td>Academic Success Strategies, Campus Resources, and Referral Techniques <em>(Guest: Lindy Coleman, CSL)</em></td>
<td><strong>READ:</strong> <em>E/N: Ch. 8, 9</em></td>
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<td><strong>DUE:</strong> Campus Resources Assignment</td>
<td>Center for Student Learning</td>
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<td>Wednesday, 4/22</td>
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<td>DUE: Work on Fall 2009 SS Schedule</td>
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<tr>
<td>Monday, 4/27</td>
<td>Ethics and Strategies for Good Practice</td>
<td><strong>READ:</strong> <em>E/N: Ch. 10</em></td>
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<tr>
<td></td>
<td>Class Wrap-Up</td>
<td></td>
<td><strong>DUE:</strong> Leadership Philosophy and Fall 2009 SS Schedule</td>
<td>ECTR 102</td>
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</tbody>
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