

EDUC 221 Seminar in Essential Skills in Peer Mentoring- NewCrs-2017-03-21

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Joann Migyanka	Proposer Email*	migyanka@iup.edu
Contact Person*	Joann Migyanka	Contact Email*	migyanka@iup.edu
Proposing Department/Unit*	Communication Disorders, Special Education and Disability Services (CSD)	Contact Phone*	357 5679

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 EDUC
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 221
(C) Course Title*	Seminar in Essential Skills in Peer Mentoring
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:01</p> <p>Lab Hours:0</p> <p>Credits:01</p>
(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>None</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses on the critical peer mentoring skills including leadership, professionalism, and interpersonal communication. Instructs students in comprehensive preparation for working one-on-one with mentees, while maintaining confidentiality and respecting appropriate boundaries in the relationship. Demonstrates their mentoring skills and proper accountability in supervised field experiences.</p>
(O) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>After completing this course, the student will:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the essential skills of peer mentoring. 2. apply their mentoring skills in an authentic setting. 3. demonstrate skilled interpersonal communication techniques when working with the mentee. 4. exhibit accountability related to their interactions with the mentee on an ongoing basis. 5. set and display professional boundaries and confidentiality in the field experience. 6. recognize and identify situations requiring additional resources or interventions.

<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Week 1 What is peer mentoring? Developing a mentoring Perspective.</p> <p>Week 2 Characteristics of the student population making up the group of mentees .</p> <p>Week 3 Introduction to essential mentoring skills-Ethical standards for peer mentoring.</p> <p>Week 4 Respecting/setting boundaries in a peer mentor/mentee relationship.</p> <p>Week 5 Handling difficult boundary issues.</p> <p>Week 6 Accurate and confidential record-keeping.</p> <p>Week 7 Getting to know your mentee- respecting diversity and cultural differences. Start mentoring experience with mentee.</p> <p>Week 8 Facilitating conversation initiation. Communication and active listening skills.</p> <p>Week 9 Fostering positive social interactions- finding, facilitating and fostering social interactions.</p> <p>Week 10 Exploring personal interest and opportunities for interaction.</p> <p>Week 11 Researching and identifying activities and opportunities to match students' interest.</p> <p>Week 12 Problem-solving mentoring issues Professional Referrals - when and how.</p> <p>Week 13 Preparing the mentee for the semester end.</p> <p>Week 14 Self evaluation of mentoring success.</p> <p>Week 15 Wrap-up of semester- long activities with peer.</p>
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Rationale for Proposal	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>The Labyrinth Center for IUP students with high functioning autism uses a four component approach to supporting students registered for Labyrinth. One of those four components is the connection with a peer mentor. It is important for students taking the peer mentoring course to have the background and skills to be an effective peer mentor. Mentors must understand the ethical requirements of confidentiality, maintaining appropriate boundaries, handling difficult issues and the essential skills for facilitating peer to peer relationships. This course will address those issues and prepare the mentors for a successful peer mentoring experience.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The Labyrinth Center for IUP students with high functioning autism uses a four component approach to supporting students registered for Labyrinth. One of those four components is the connection with a peer mentor. It is important for students taking the peer mentoring course to have the background and skills to be an effective peer mentor. Mentors must understand the ethical requirements of confidentiality, maintaining appropriate boundaries, accountability, handling difficult issues and the essential skills for facilitating peer to peer relationship. Before students can become a peer mentor for the Labyrinth students it is essential to be appropriately trained. In addition, the skills taught in this class are transferable to any peer mentoring opportunities of which there are many on the IUP campus. Therefore, this course will be open to all IUP students interested in serving as a peer mentor. Through this course the students will also apply learned skills in an authentic mentoring field experience.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>There are no other courses being offered to prepare peer mentors to work with a variety of student populations.</p>

<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>There are many opportunities for students to serve as a peer mentor at IUP. This elective course is open to all students and provides training on essential peer mentoring skills.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Open to Any Student</p> <p>If Other, please explain:</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There are no implications for other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 40px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>This course has been taught two times as a special topics course within the CSD department. Classroom space and faculty are available to teach this 1 credit course as part of their workload.</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items
Course Designations:	
Key Assessments	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>