Peer Assisted Learning
EDCP318E Syllabus

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Peer Assisted Learning (PAL)
Learning Assistance Service (LAS) in the Counseling Center has developed a mentoring program called the PAL (Peer Assisted Learning) program designed around the concept of peers assisting their peers in reaching their short and long-term academic goals. The program consists of PALs and VPALs.

PAL educators are student (undergraduate and graduate) volunteers who assist fellow university students requesting academic support and study skills assistance. PAL educators are expected to model positive decision making strategies regarding academics and learning and assist students in accomplishing their short and long term academic goals. PAL educators are required to have a strong academic and major GPA and have a desire to support and assist others in reaching scholastic success.

*Veteran PALs (VPALs) are those PALs participating via Veteran Cadre Leaderships & Peer Mentoring program. VPALs work specifically with other veteran students.

Any student who would like to participate in the PAL program has the opportunity to enroll in the PAL 3 credit training program (EDCP318E). As part of this training program, PAL educators will receive ongoing, semester-long training, partake in professional development opportunities, and receive credit for participating in PAL programs. * VPALs are required to complete the 3 credit training program. All PAL educators enrolled in the 3 credit training program through Learning Assistance Service will be eligible to receive College Reading & Learning Association (CRLA)’s International Mentor Training Program Certification (IMTPC) mentor certification.

Training Program Overview
This training program is designed to prepare students for their role as a PAL educator. In this program, students will learn tools and techniques to assist them in their role as a mentor, tutor, and educator. Students will better understand how their own development and experiences influence their relationships with PAL program participants. Through interactive assignments including reflection journals, professional development activities, mentoring/tutoring sessions, group projects, and class discussions, students will learn more about student development theory, best practices regarding mentoring and tutoring, and leadership skills. By the end of the semester, students will have created a professional mentoring portfolio highlighting their personal philosophy on peer assisted learning.

Training Program Objectives and Learning Outcomes:
The primary goal of this program is to provide students with the knowledge, confidence, and skills necessary to be effective PAL educators. Throughout this semester, you will:

- Receive a comprehensive overview of mentoring and tutoring
- Understand how to facilitate student learning
- Mentor and assist college students requesting academic support and study skills assistance
- Understand the importance of effective communication and listening skills
- Review ethical dilemmas that may occur as a PAL educator

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- Learn innovative study skills tips and techniques
- Understand how to set appropriate boundaries and improve confrontation and feedback skills
- Learn how to work as a team
- Develop and explore cross-cultural competency

**Training Program Readings:**
The program will include readings from a diverse array of topics related to best practices in tutoring and mentoring, student development theory, leadership training, and team building. **Selected readings from the following sources will be used in this training program. You are required to purchase the Ender & Newton book**—this is not available in the university bookstore. Please consider purchasing using online vendors such as amazon.com (approximately $25).

**To Purchase:**

**Available on CANVAS:**
Chapter 1 from Ender & Newton book


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University of Maryland Code of Academic Integrity 2005.

Packet on Study Skills Tips and Techniques from the Learning Assistant Service database

**Training Program Expectations:**

*Participation:* Students are expected to come to every training session prepared to discuss assigned reading material or homework. Students are also expected to promote an inclusive environment conducive to learning.

*Attendance:* All students are expected to attend each scheduled training session. We will meet for a total of 9 hours throughout the semester (6 training sessions). **Please be on time!** Excessive tardiness will result in a lower Participation/Attendance grade and impact eligibility for certification.

Because the class only meets six times, it is important that you do not miss any classes. Please speak to the instructor in advance in case of any extenuating circumstances. You will be expected to complete a make-up assignment and/or session if you need to miss class for any reason.

*Orientation:* All students are expected to attend the scheduled orientation. The orientation will last for 3 hours and will occur at the beginning of the semester. At this orientation, PAL educators will receive a comprehensive training manual and learn tools and techniques to assist them in implementing effective tutoring and mentoring strategies. If a student is unable to attend the orientation, s/he must give the instructor advanced notification and must make alternate arrangements to make up the missed information.

*Mid-Semester Training:* All students must attend the Mid-Semester Training. This will last for 3 hours. During this training, PAL educators will discuss the class, share effective mentoring techniques with their peers, and review the TutorTrac system. As with the orientation, if a student is unable to attend the orientation, s/he must give the instructor advanced notification and must make alternate arrangements to make up the missed information.

*EDCP 108 Instructor Meetings:* All students are required to meet with their EDCP 108 faculty instructor for a total of 8 hours throughout the semester. Students will work with their faculty instructor to arrange meeting times.

*VPALs:* Are required to meet with the Veteran Student Life (VSL) coordinator for a minimum of 4 hours throughout the semester. Students will work with the VSL coordinator to arrange meeting times.

*Math Program:* Students participating in math program are required to meet with the program coordinator throughout the semester. Students will work with coordinator to arrange meeting times.

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Course Assignments and Projects:

Mentoring and Tutoring Experience: In compliance with mentor certification standards, students are required to meet with their mentees and participate in PAL program-related activities for a minimum total of 50 hours throughout the semester (approximately 3-4 hours per week). Hours must be completed during the semester. **Students will document hours and maintain meeting notes on the TutorTrac computer system regularly.**

**We understand that under no fault of the student, there may be situations in which the 50 hours of direct service are not met. This may be the case for student who can tutor subject s that are not as often requested by students. Situations in which students are not able to meet the direct mentoring requirements, students will not be penalized and an alternative assignment will be negotiated. The assignment will consist of a tangible product and presentation that demonstrates the students’ understanding of learning and tutoring/mentoring students. This may include but is not limited to developing a workshop on something related to learning or a handout that serves as a resource for students. The assignment should make use of research and theory. The student will present on her/his product. The details of the assignment will be discussed between the student and instructor. Students have until April 11, 2014 to discuss this option with the instructor.**

Mentoring Portfolio: Throughout the semester, students will work on putting together their personal mentoring portfolio highlighting the 5 core competencies discussed throughout the semester. Each course assignment, project, and activity is expected to be included within their portfolios. In addition, students will need to verify completion of each core competency by providing thoughtful reflection papers, notes, and activities related to each appropriate section. The instructor will provide an outline to help students structure their portfolios. Submit Portfolios in hard copy using a 1” 3 ring binder.

Reflection Papers: Students will be required to complete a total of 4 reflection papers connecting the core mentoring competencies included in their personal mentoring portfolio. Each reflection paper should relate the strengths and challenges of their weekly mentoring experience to the classroom discussion and readings. Each reflection paper should be included in the appropriate section of their personal mentoring portfolio. Length: 2 full double-spaced pages minimum.

Final Paper and syllabus: Students will write one comprehensive final paper and personalized syllabus. This syllabus should highlight their philosophy on facilitating student learning and explain their boundaries, expectations, attendance policy, etc. The paper will describe the student’s philosophy on facilitating student learning through use of research and development models covered in the course. The instructor will provide additional details for this final assignment. This paper should be included as the introduction to their personal mentoring portfolio. Length: PAPER: approximately 4-6 full double spaced pages.  
Syllabus: approximately 2 pages (in a syllabus format)
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Evaluation and Grading  
ALL Assignments should be APA: Times New Roman 12 pt font, cover page & double-spaced

The emphasis in this program should be more about content than grades. This is a discussion-based program, so learning from and with each other is imperative. The goal of this training program is to improve your abilities as a PAL educator, but to also help you establish and further develop your personal philosophy on student development, learning, facilitating, and mentoring.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Reflection Papers</td>
<td>20 (5 per paper)</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Syllabus</td>
<td>10</td>
</tr>
<tr>
<td>Mentoring Component</td>
<td>100</td>
</tr>
<tr>
<td>Personal Mentoring Portfolio</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation &amp; Attendance</td>
<td>20</td>
</tr>
</tbody>
</table>

Total: 250 pts

Grading Scale
Grades for this training course will be determined using the following grading scale:

97 – 100% = A+ (4.0)  
93 – 96.99% = A (4.0)  
90 – 92.99% = A- (3.7)  
87 – 89.99 = B+ (3.3)  
83 – 86.99% = B (3.0)  
80 – 82.99% = B- (2.7)  
77 - 89.99% = C+ (2.3)  
73 – 76.99% = C (2.0)  
70 – 72.99% = C- (1.7)  
67 – 69.99% = D+ (1.3)  
63 – 66.99% = D (1.0)  
60 – 62.99% = D- (0.7)  
59.99% and below = F (0.0)

Attendance:
Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (ie, late arrivals or early departures) will be factored into your participation grade. Participation is 20 points: 3 points for each class (3X6= 18) and 2 points for overall participation= 20 total.

Academic Integrity
All students are expected to be familiar with the University of Maryland’s policy on academic dishonesty and the Code of Academic Integrity administered by the Student Honor Council: http://www.studenthonorcouncil.umd.edu/whatis.html.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

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I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.  
- ___ sign your name ___ 

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu 

Accommodations for Persons with Disabilities: 
Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities. 

Religious Observances: 
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period. 

Course Cancellations/Delays: 
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly. 

Academic Assistance 
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources. 

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.
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Learning Assistance Services (LAS)  Counseling Center
2201 Shoemaker Hall  Shoemaker Hall
Email – LAS-CC@umd.edu  Phone – 301-314-7651
Phone – 301-314-7693  Website –
www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

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Due:
- Self Reflection Paper #1 (submit on CANVAS)
- CANVAS Reading:
  - Forsberg article
- Ender & Newton Reading:
  - Chapter 8 & complete exercises
  - Chapter 4 & complete exercises

Session 3: 03/11/2014

Ethics and Moral Development

Class Discussion:
- Personal Code of Ethics
- Maturation and moral development
- How to approach ethical dilemmas
- Assertiveness—how to handle difficult students
- Familiarity of UMD Code of Ethics

Prepare for class discussion: What code of ethics do you adhere to? How has your moral development changed throughout college? How can you facilitate moral development in your mentee relationships? What type of ethical dilemmas do you face as peer educators? Bring this list to class.

Due:
- Self Reflection Paper #2 (submit on CANVAS)
- CANVAS Reading:
  - UMD Code of Academic Integrity
  - Gardiner article
- Ender & Newton Readings:
  - Chapter 10 & complete exercises

Mid-Semester Training (mandatory)

New PALs
When: Tuesday April 01, 2014  Time: 5:00pm-6:45pm  Where: TBD
AND (must attend both)
When: Friday, April 04, 2014  Time: 12:00pm-1:15pm  Where: TBD

Returning PALs
When: Friday April 04, 2014  Time: 11:00am-1:00pm  Where: TBD

Session 4: 03/25/2014
Facilitating Student Learning

Classroom Discussion:

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Intellectual Development
Learning Theories
Experiential Learning

Prepare for class discussion: Think about who and what shaped how you think, how you learn, and how you lead others to learn. How do you know when you’ve learned something? How do you know when you’ve helped someone else learn? What influences this process?

Due:
- Self Reflection Paper 3 (submit on CANVAS)
- Intellectual Development Chart (on CANVAS)
- CANVAS Reading:
  - Battaglini article
  - Felder & Brent article (Intellectual Development Chart assignment in conjunction w/reading)
  - Rao article
- Ender & Newton Reading:
  - Chapter 2 & complete exercises
  - Chapter 9 & complete exercises

Session 5: 04/08/2014
Cross Cultural Competence

Class Discussion:
- The impact of culture in a mentoring relationship
- Cultural influences
- Issues of power and privilege

Prepare for class discussion: What does cross cultural competence mean? In what ways is it relevant to a mentoring relationship? What makes up your cultural background? How does your cultural background influence how you view the world and interact with others?

Due:
- Self Reflection Paper 4 (submit on CANVAS)
- CANVAS Reading:
  - Osula & Irvin article
  - Abes, Jones & McEwen article
- Ender & Newton Reading:
  - Chapter 3 & complete exercises

Session 6: 04/22/2014
Into the Real World (last class)

Class Discussion
- Presentation of Portfolios
- *Presentations * (if applicable)
- Discussion of Personal Philosophy paper

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- Review Semester
- Self Reflection

Prepare for class discussion: What will you take away from this course? How will this course and program help you in your future professions? How has this course influenced you to remain civically engaged within your community?

Due:
- Final Personal Philosophy paper & Syllabus: submit on CANVAS AND in Portfolio
- Final Portfolio Project (hard copy)
- Ender & Newton Reading:
  - Chapter 11