New Course Proposal

New course proposals at the undergraduate level must be approved by the Department Curriculum Committee, Department Chair, College Curriculum Committee, and College Dean before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the Core Curriculum must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

I. Catalog Entry

a. Department Prefix (three or four capital letters): UNIV

b. Course Number (three numbers): 200

c. Course Title: Peer Education Practicum

d. Prerequisites: Instructor approval (must be selected as a peer instructor for UNIV 100)

e. Credit Hours: 3

f. Brief Description

Training and support for peer instructors while they co-teach UNIV 100. Distinctive challenges of being a Radford student; course development; planning class meetings and facilitating collaborative learning; articulating a teaching identity; creating supportive responses to student work; reflecting on teaching performance. Sophomore standing. Subject to instructor approval. Variable course content. A–F grading.

II. Detailed Description of Course

a. Content

This course introduces UNIV 100 peer instructors to basic discussion-based teaching techniques in order to improve their teaching and professional development, and it creates a classroom community through which peer instructors can collaboratively solve problems.

Introductory training
- UNIV 100: course structure and materials, learning outcomes, common assignments, team teaching
- Teaching identity, balancing acts, context-based decisions, fairness, metacognition, reflection
- Active learning techniques, small group configurations
- Creating a syllabus and semester schedule in agreement with common learning outcomes
- Peer education, discussion facilitation, lesson planning, evaluating student work
- Legal considerations, confidentiality, Title IX, emergency management

Course setup
- D2L course customization and usage mechanics
- Finding class list and communicating with students
- Creating a grading system that can be maintained between peer and faculty instructor

Early-semester teaching
- Teaching presence and professionalism, warm-ups: mental, emotional, physical
- Setting the tone and expectations for the class, modeling, active learning, in-class writing
- Discussion-based teaching techniques, small group goal-directed activities
- Evaluating and responding to student writing, developmental praising and questioning
- Campus and community experiential learning with reflection
- Academic resources, community resources
- Community-building techniques

Mid-semester teaching
- Teaching to your particular students, adaptability, student-centered teaching, problem-solving
- Peer teaching observation, report, and reflection
- Collecting midterm teaching assessment data from students
- Addressing and implementing suggestions from midterm assessment data
- Calculating and reporting midterm grades
- Intrusive interventions for struggling students
- Time management: teaching efficiently for balance with classes, prioritizing for maximum impact
- Teaching specific topics
- Coordinating with campus partners

End-of-semester teaching
- Teaching demonstrations, teaching styles, providing teaching feedback, improving teaching
- Developing final assignments, learning outcomes, immediate vs. long-term impact
- Cultivating student self-awareness, reflection, and strategic planning
- Transferring skills about academic success during final weeks and exams
- Collecting final teaching assessment data from students
- Calculating, proofreading, and reporting final grades

b. Detailed Description of Conduct of Course

Student-led discussions with faculty facilitation, discussion-based small-group in-class writing, role-playing for skill development, metacognitive discussions, collaborative problem solving, assignment development, activities for mutli modal learners, computer-assisted instruction, evaluation- and feedback-normalizing workshops, use of audio-visual materials, guest speakers, lecture

c. Student Goals and Objectives of the Course

Having successfully completed this course, you will be able to:
1. Explain the distinctive challenges of being a Radford student
2. Identify campus resources to help with distinctive challenges of being a Radford student
3. Create lesson plans and a course schedule in alignment with provided learning objectives
4. Develop and use discussion-based teaching strategies to engage students in active, collaborative learning
5. Write developmental responses to student work
6. Critique teaching performance of self and classmates
7. Compare teaching strategies to evolving class and student needs

d. Assessment Measures

Class discussions, formal and informal reflective writing, formal short-answer assessment, teaching demonstration with workshop-style class critique, role-playing, submission of midterm and final grades, end-of-semester assessment data from UNIV 100 students. Long term, we will also analyze UNIV 100 student data in order to measure the peer instructors' performance. This UNIV 100 student data includes GPA, retention rate to spring semester and the following fall, and graduation rate. A–F grading.

e. Other Course Information

Course Readings could include:
- "From Playing the Role to Being Yourself: Becoming the Teacher in the Writing Classroom" by Dawn Skorczewski
- "Alternative Approaches to Active Learning in the Classroom" by John Bean
- "Coaching Thinking Through the Use of Small Groups" by John Bean
- "Options for Responding to Student Writing" by Peter Elbow
- "Learning to Praise" by Donald Daiker
- Radford campus resource websites
- Sample student writing
- Other readings TBA as needed

Course resources (consulted as needed—not required)
- *Discussion as a Way of Teaching* by Brookfield and Preskill
- *The Discussion Book* by Brookfield and Preskill
- *The Courage to Teach* by Parker Palmer
- *Students Helping Students* by Newton and Ender
- *The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success*, volumes 1–4, each volume by various authors, sponsored by the National Resource Center for First-Year Experience and Students in Transition

III. Background and Justification

a. Need for the Course

UNIV 100 is a major part of Radford University's retention efforts, and the peer instructors play a vital role in helping new students successfully transition to college. After careful assessment of our UNIV 100 course, it became clear that our peer education program needed revisions; the peer instructors need better preparation, support, and guided reflection in order to feel more confident and capable serving as student instructors for an entire semester. Improving our support of UNIV 100 peer instructors will therefore also improve retention efforts at Radford University since it will make UNIV 100 more effective.

Substantial research suggests that peer education significantly improves student retention, satisfaction, and connections with faculty and enrichment opportunities. Peer instructors are often similar to their peers in terms of personality and values, but they have higher self-esteem and greater leadership skills, they are more motivated to provide service, and they are more successful and careful. This combination of attributes makes peer instructor's excellent role models who are ideally positioned to positively influence their students. Therefore, peer instruction is a critical function of retention and transition efforts at a university.

Furthermore, peer education benefits the students who participate in it. Peer instructors develop deeper connections with faculty, learn more about university resources, improve communication and time management skills, and become more confident in themselves and their leadership abilities. Because teaching is one of the most effective methods of learning, peer instructors more thoroughly learn about resources and opportunities, making them more likely to become more involved at Radford. To fully equip

peer instructors with the knowledge and skills to be effective role models, mentors, and teachers to their peers, a Peer Education Practicum is required.

b. Students for Whom Course is Offered

Radford University students in their second semester or higher who are selected as peer instructors of UNIV 100. The course will count toward the Leadership minor and/or as an elective course for students not in the minor.

c. Anticipated Enrollment

One student per section of UNIV 100. This semester, we are offering 74 sections of UNIV 100 (meaning that we will have 74 peer instructors), and we hope to continue offering more sections each year.

d. Frequency of Course Offerings

Fall only. Enough sections to accommodate approximately 15-20 students per section; e.g., 5–7 in Fall 2018.

e. Level and Prerequisites

This course has been set at the 200 level because it involves advanced concepts in pedagogy and rigorous assignments designed to quickly cultivate the skills necessary to facilitate educational activities among diverse individuals in an ever-changing environment. Successful peer instructors must be adept communicators with strong interpersonal, organizational, and time management skills; a demonstrated record of academic success; and a thorough understanding of Radford University and its resources. To have developed these skills and experiences, students need to have completed at least one year of university study by the time they begin teaching. Peer instructors are selected through a competitive application process that requires New Student Programs to select only as many individuals as we have course sections. Therefore, instructor permission is necessary to ensure that all sections are covered by the most qualified students possible.

IV. Rationale for Resources Required

a. Faculty Resources

New Student Programs staff and partners: Amber Smith, Jason Lucas, Joel Hanlon, Cammie Sgarrella-Smith.

b. Effect on Existing Curricula

We have consulted with other departments to ensure that our class will not duplicate efforts on campus, such as LEAD 110 and COED 450. Faculty involved with the Leadership minor believe that this class could encourage more students to participate in and complete the minor. For students not taking the minor, this class would count as an option for elective credit, meaning it would not otherwise affect requirements toward graduation or any specific curricula.

c. Facilities, Equipment and Supplies

This course requires only the typical facilities and supplies, such as a classroom with audio-visual projection capabilities, printing access, and whiteboard markers. No new funding is required.

d. Library Resources: Nothing needs to be purchased for this course to run. We will use free online materials.

1. Describe the adequacy of materials available to support this course.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:
Signature of Faculty Member: Signature of Librarian assigned
                                                                                     to requesting department:

_____   _____

Joel Hanlon

Kitty McCarthy   2/22/18

e. Computer Resources: Aside from having a computer or projection capabilities in the classroom, no additional computer resources are required.

f. Other Anticipated Resources: No other resources are required.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.