



University 101 Peer Leader Program

Inquiry Packet



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Introduction to UNIV 101 Peer Leader Program

Statement of Purpose: The purpose of the University 101 Peer Leader Program is to aid in the successful transition of new students to the University of South Carolina by connecting them with upper-division and graduate students who serve as a role model, mentor, and resource, and to optimize the engagement, satisfaction, and leadership development of peer leaders.

Learning Outcomes

As a result of having a peer leader in the University 101 classroom, students will:

- Identify appropriate campus resources and opportunities that contribute to their educational experience.
- Develop a connection with the Carolina community and establish a sense of belonging.
- Develop positive relationships with peers, staff, and faculty.
- Articulate and apply appropriate behaviors inside and outside the classroom.
- Have a valuable University 101 experience.
- Make a successful transition to the University of South Carolina.

As a result of serving as a University 101 Peer Leader, students will:

- Develop and articulate transferrable skills appropriate to their personal and professional goals.
- Enhance their communication and facilitation skills.
- Identify personal leadership styles and strengths.
- Establish positive relationships with students, staff, and faculty.

A University 101 Peer Leader is:

- An active and involved member of the Carolina community
- Confident in their ability to lead others
- Dedicated to helping others succeed
- Appropriately assertive
- Able to think on their feet
- Able to speak in front of a classroom of peers
- Comfortable leading difficult conversations
- Proud to be a student at the University of South Carolina
- A model of the Carolinian Creed

Mentor/ Role Model

Peer leaders model appropriate behavior both inside and outside the classroom and help new students' transition to the university. Peer leaders fulfill these roles by:

- Being approachable and available to students
- Upholding the tenets of the Carolinian Creed
- Modeling an appropriate balance between academics and involvement
- Helping students engage in healthy and responsible decision making
- Creating and maintaining an appropriate professional relationship with students
- Demonstrating empathy toward students' needs and problems
- Setting an example of what a successful student looks like (having a positive attitude, regularly attending class, actively participating in class activities and discussion)

Resource

Peer leaders serve as a resource to their instructor, students, and peers by:

- Connecting students to resources on campus
- Providing the peer perspective on what it means to be a Carolinian
- Promoting the relationship between students and instructor (provide feedback/ input on assignments and lessons/ be the eyes and ears for the instructor on what's going on with your students)
- Supporting other peer leaders through their experience (sharing ideas, working through problems, actively participating in EDLP)

Facilitator for learning

Peer leaders supplement and enhance the instruction of the course by:

- Contributing to the design of the course syllabus by providing suggestions for topics, presentations, sequencing and course assignments
- Building community within the classroom
- Facilitating class discussions (topics: healthy decision making (alcohol & drugs), Carolina history and traditions)
- Encouraging reflection and growth (journals)
- Leading meaningful and engaging class activities (implementing active learning strategies, scheduling presentations/ guest speakers, planning out of class activities/ trips)

Requirements

All University 101 Peer Leaders must:

- Attend all University 101 classes
- Be open and accessible to regular meetings and communication with their co-instructor beginning the spring prior to service and extending throughout the semester of service
- Complete a half-day spring orientation and half-day fall training workshop prior to service
- Attend one Syllabus Preparation & Teambuilding Workshop with their co-instructor
- Enroll in a three-credit Educational Leadership and Policies course, EDLP 520: The Teacher as Manager, the fall during which they serve

EDLP 520 is a unique class designed to provide a forum for the evaluation, reflection and processing of the University 101 Peer Leader experience. Discussion will revolve around such topics as teaching techniques, classroom management strategies, student development theories, lesson plan development, and other related issues. It might be useful to consider the approximately 40 contact hours in the University 101 class as a lab or practicum, with the meetings of EDLP 520 as a discussion/seminar class.



Peer Leader Program Timeline

Fall Semester

DATE	EVENT
August 13	Senior Peer Leader Training
August 14	Make-Up Peer Leader Spring Orientation (study abroad)
August 16	Fall Peer Leader Training
August 17	Make-Up Peer Leader Training
August 18	Fall Classes Begin
August 26	Returning Peer Leader Alcohol Lesson
September 1	Launch Nominations
September 26	Peer Leader, Returner, and Senior Peer Leader Applications Live
Week of October 25	Send Instructors Thank You Notes to Complete for Peer Leaders
October 28	Peer Leader Application Early Decision Deadline
November 1	Application Recommendation Deadline
November 3	Application Review Deadline
November 7	Interview Import into Scheduling Software
November 8	Group Interview Invitations Out
November 11	Deadline to sign up for Interviews
November 14	Instructor Evaluation of Current PLs Launches
November 17-18	Study Abroad/Early Decision Interviews
November 21-23, 28	Peer Leader Selection
November 29	Peer Leader Notifications Out
December 1	Peer Leader Recognition Banquet
December 2	Instructor Evaluation of PLs Due

Spring Semester

DATE	EVENT
January 11	Returner/Senior Peer Leader Application Deadline
January 12-13	Senior Peer Leader Application Review
January 13	Peer Leader Application Regular Decision Deadline
January 18	Application Recommendation Deadline
January 19	Application Review Deadline
January 20	Interview Import into Scheduling Software Group Interview Notifications
January 24	Deadline to sign up for Interviews
January 24-25	Senior Peer Leader Group Interviews
January 26-27	Peer Leader Group Interviews
January 30-31	Senior Peer Leader Individual Interviews
February 1	Peer Leader Group Interviews
February 2-7	Peer Leader Selection
February 7 or 8	Senior Peer Leader Notifications
February 8	Begin Peer Leader Notification Send initial offers on 2/8; confirm 2/13 Send offers to “alternates” on a rolling basis by 2/17 Send out regrets 2/17
February 17	Final Selection Notifications
February 24	Send out Matching Information & Rosters
February 25-26	Senior Peer Leader Training
March 17	Matching Forms Due
March 18	Peer Leader Spring Orientation
March 20-24	Matching Process
March 28	Make-Up Orientation and Send Teaching Team Confirmations
April 8-15	Syllabus Preparation & Teambuilding Workshops (Peer leaders attend with co-instructor)



Recruitment and Selection Communication

Call for Nominations Email

Greetings!

University 101 Programs is recruiting undergraduate students to serve as peer leaders during the fall 2017 semester. We need your help identifying outstanding rising juniors and seniors who would be great role models and mentors to first-year and transfer students. We rely on your nominations to help us recruit the best and brightest students to serve in this role.

If you know excellent students with a minimum 3.0 GPA who demonstrate strong leadership skills and a desire to help others, please send us their names through our online nomination form. For those of you who have taught before, this is a great opportunity to review previous rosters for your top students!

For more information about specific requirements and the University 101 Peer Leader role, please visit our website. Qualified students nominated between now and January 11, 2017 will be invited to apply for the fall 2017 semester.

Thank you for your involvement with University 101 and your strong commitment to first-year student success. Your nominations ensure that we welcome another outstanding cohort of University 101 Peer Leaders in fall 2017.

Call for Nominations Campus ListServ Blurb

Do you know a student who demonstrates strong leadership potential and a desire to help others succeed? Nominate them to serve as a University 101 Peer Leader!

University 101 Peer Leaders work alongside University 101 instructors to plan and facilitate lessons and assist with classroom management, while developing communication, teamwork, and other important leadership skills. University 101 Peer Leaders serve as role models and mentors to first-year students, and play a vital role in supporting new students' transition into college. Eligible candidates for fall 2017 are rising juniors and seniors with a minimum 3.0 GPA.

Faculty, staff, and students are all encouraged to submit nominations through the following link: <http://sc.edu/univ101/peerleaders/> Thank you for your involvement with University 101 and your help in this important process!

Email to Nominated Students

Congratulations! «Nominator» has nominated you to apply for a fall 2017 University 101 Peer Leader position.

University 101 Peer Leaders serve as role models, mentors, and resources to first-year students while co-instructing a University 101 course with a faculty or staff member. Your nomination indicates that your past leadership experiences on campus make you an outstanding candidate to join the Peer Leader Program! The University 101 Peer Leader Program is a great way for you to get involved on campus, connect with new students, and develop your leadership skills.

Learn more by visiting our website and submit your application here today! If you plan to study abroad during the spring 2017 semester or want to be considered for our early decision deadline, please apply by Friday, October 28, 2016 at 11:59 pm. The regular decision application deadline is Friday, January 13, 2017 at 11:59 pm.

Email to Students with a GPA 3.0 or Better

Congratulations! Based on your outstanding level of academic success at the University of South Carolina, you have been identified as a prime candidate to become a University 101 Peer Leader. The Peer Leader Program is a unique opportunity for you to leave your mark on the Carolina community and advance your leadership potential. If you are interested in being a role model, mentor, and resource for first-year students we encourage you to apply.

Learn more by visiting our website and submit your application today. The deadline for early decision notification and for those studying abroad in spring 2017 is Sunday, October 28. The final application deadline is January 13, 2017.

Email to Faculty and Staff in the Darla Moore School of Business

University 101 Programs is significantly increasing the number of business sections offered during the fall 2017 term. Ideally, we would like to embed current DMSB juniors and seniors in these sections as U101 Peer Leaders. To accomplish this we need to recruit more Business students to serve in these roles.

Rising UofSC juniors and seniors are invited to apply to serve as University 101 Peer Leaders for the fall 2017 term. The purpose of the University 101 Peer Leader Program is to support the successful transition of new students to the University of South Carolina by connecting them with upper-level students who serve as a role model, mentor, and resource; and to optimize the engagement, satisfaction, and leadership development of those upper-level students.

Serving as a University 101 Peer Leader is a valuable experience for undergraduates as 97.2% of fall 2016 peer leaders indicated that the experience contributed positively to their overall experience at the University of South Carolina. Further, U101 Peer Leader indicate that as a result of the peer leader experience they improve leadership skills (99.3%), interpersonal communication skills (97.9%), and self-awareness/understanding (98.6%).

DMSB faculty and staff can help us by intentionally targeting students who would excel in these roles and nudging them to apply.

Interested students can visit our website to learn more and apply today! Qualified applicants are students with 60 credits or more during the semester they serve who have a minimum 3.0 GPA. The final application deadline is January 13, 2017.

Email to Student Organization Presidents and Advisors

University 101 Programs is currently recruiting our next cohort of University 101 Peer Leaders. We know that your organization is made up of wonderful young student leaders. We would appreciate it if you would encourage your outstanding members to apply to become fall 2017 University 101 Peer Leaders.

University 101 Peer Leaders serve as role models, mentors, and resources to first-year students while co-instructing a University 101 course with a faculty or staff member. The University 101 Peer Leader Program is a great way for students to get involved on campus, connect with new students, and further develop their leadership skills.

Interested students can learn more and submit applications by visiting our website. The deadline to apply is Friday, January 13, 2017.

Thank you for helping us identify the most qualified students for the fall 2017 peer leader cohort!

Interview Offer Email

Thank you for your interest in serving as a University 101 Peer Leader for fall 2017! We have reviewed your application and would like to invite you to participate in a group interview. Interviews will take place on January 26, January 27, and February 1. All interviews will be held in the Russel House.

All candidates must sign up for a group interview through our online system by 11:59pm on Tuesday, January 24. Interviews will be on a first-come, first-serve basis so we encourage you to reserve your spot as soon as possible.

Please click [here](#) to access the interview sign-up system. You will use your USC username and password (the same one you use for Blackboard and USC e-mail accounts) to access the system.

Interview details:

Please plan to arrive at least 10 minutes early for your interview to check in at the Russell House (room 302). Interviews will begin on time, and we will be unable to let you enter an interview room late. Please be sure you are available for the entire two hour time block.

The interview will be conducted by a University 101 staff member, current peer leader, and a UNIV 101 instructor. Dress for the group interview is business casual.

If you have any questions about the interview process, please contact me at mdial@sc.edu. I look forward to seeing you during your group interview!

Interview Regret Email

On behalf of the University 101 Peer Leader Program, thank you for submitting an application to serve as a 2017 University 101 Peer Leader! This year's candidate pool was very competitive. Due to the number of highly qualified applicants and limited interview spaces, we are unable to offer you an interview at this time.

I encourage you to continue to explore opportunities for personal growth, academic enrichment and leadership development, both on and off-campus. Please consider applying again to serve as a University 101 Peer Leader in the future.

We appreciate the time and energy you dedicated to submitting an application. Thank you, once again, for your interest in the University 101 Peer Leader Program at the University of South Carolina.

Peer Leader Offer Email



You have been selected to serve as a University 101 Peer Leader during the fall 2017 semester. Please use this link to confirm your acceptance of this invitation by Sunday, February 19, 2017.

As a University 101 Peer Leader, you will serve as a resource, mentor, and role model for new students.

Required training dates and commitments of University 101 Peer Leaders are outlined below.

Peer Leader Responsibilities	Date & Time Commitment
Spring Peer Leader Orientation	March 18, 2017
Matching Forms Available	February 28, 2017
Matching Forms Due	March 17, 2017
Syllabus Preparation and Teambuilding Workshop	April 6-14, 2017 <i>*Attend one workshop with co-instructor</i>
Fall Peer Leader Training	August 23, 2017
EDLP 520 - enroll in one section	Fall 2017 semester, one class weekly

Not Selected Email

On behalf of the University 101 Peer Leader Program, thank you for participating in the selection process to serve as a 2017 University 101 Peer Leader. Unfortunately, we are unable to offer you a position as a University 101 Peer Leader at this time. This year's candidate pool was very competitive with a number of highly qualified applicants, and we appreciate the time and energy you dedicated to the process.

Our staff enjoyed meeting and learning about you through the application and selection process. I encourage you to continue to explore opportunities for personal growth, academic enrichment and leadership development, both on and off-campus. You can learn more about additional peer leadership opportunities on campus here. Please consider applying again in the future as we know you have the potential to make a positive impact on the campus community.

Thank you, once again, for your interest in the University 101 Peer Leader Program at the University of South Carolina.

Recruitment and Selection Social Media

Applications Live Post



Fall Break Post



Facebook Banner for Current Peer Leaders



Life of a Peer Leader Campaign



"I have been fortunate to have a great co-instructor. Drew Savage is full of life, and our similar personalities make teaching together very easy. My experience as a peer leader has been amazing, and a big part of that is because of Drew."



"Teaching a lesson for my class is always a great time for me. The students in my class are always willing to participate in class discussion, which makes the lessons that much better. To prepare for each lesson, I always touch base with my co-instructor to ensure I have thought about each aspect of the lesson and am ready to go."



Kyle on his support from University 101 Programs:

"Being a peer leader means that your students might ask you questions about anything and everything they need help with. It has been nice knowing that even if I do not know the answer to a question, I have my own support system to turn to for the right answers."



"The thing I have enjoyed most about being a peer leader is watching the students in my class use my advice and navigate their first semester better as a result of being in my U101 class. Knowing I have made a positive impact on them is the best feeling."


10 Days Remaining Social Media Campaign



Peer Leader Recognition



University 101 Peer Leader Spotlight



Jo Jo Winkleman
 Hometown: St. Louis, MO
 Year: Senior
 Studying: Advertising/Journalism

Campus/Community Involvement: USC Dance Marathon, Gamma Phi Beta, Study Abroad, and Student Advertising Federation

Favorite Part of Peer Leader Role: "I love when a student breaks out of their comfort zone or shares something new with the class. Seeing that light go on and knowing I may have been part of it is a wonderful feeling, and it's why I look forward to class every day. Also, my co-instructor is THE BEST!"

Jo Jo's Co-Instructor Says: "Jo Jo is a second year peer leader who is true shining star with our students' best interests at heart."

Peer Leader Application

Peer Leader Application - Fall 2017

University 101 System

[Logout](#)

Early Decision/Study Abroad Deadline: Wednesday, October 26, 2016 at 11:59pm

Final Application Deadline: Monday, July 31, 2017 at 11:59pm

Step 1:

Fill out the online application completely, including essays and all information.

Early Decision/Study Abroad Deadline: Wednesday, October 26, 2016

Students studying abroad during Spring 2017 must apply by this date to be considered for a position. Other students who apply by this date and are invited to participate in a group interview in November will be notified of their selection status prior to winter break.

Final Application Deadline: Monday, July 31, 2017

No late applications will be accepted.

Step 2:

Your recommender will receive an e-mail with instructions immediately after you submit your application. Remind your recommender to submit the online recommendation form prior to the deadlines below.

Recommendation Deadline for Early Decision/Study Abroad recommender:

Tuesday, November 1, 2016

Recommendation Deadline for all other applicants:

Wednesday, January 18, 2017

Appropriate recommendations come from a faculty or staff member, work supervisor, or volunteer coordinator who can speak to your character and ability to work with students in a mentoring role. References from family members or friends are not appropriate for this position.

Applicant Name: *

Preferred First Name: *

Email: *

Phone Number: *

VIPID: *

USC ID: *

Local Address: *

Permanent Address: *

Academic Information:

Class standing for 2017-2018 based on cumulative credit hours: *

Overall GPA: *

Did you transfer to USC? *

Did you take University 101? *

Major: *

Essay Responses:

We suggest you type responses in a Word document to check for spelling and grammar, and then paste them into the application fields.

1. Tell us about your involvement both on and off campus. Please list relevant work experiences (including paid and non-paid work experiences, volunteer work, etc.) and campus and community involvement; including student organizations, honor societies, leadership positions, and awards you have received. How has your involvement prepared you for this role?

[Response should be 250 - 500 words] *

2. What is your definition of a University 101 Peer Leader? Describe what you perceive to be the role of a peer leader and how you would perform such a role if you were selected. What personal attributes, skills, or qualifications do you bring to the position that would contribute to the success of first-year students and to the University 101 Peer Leader Program?

[Response should be 250 - 500 words] *

3. What are your personal and professional goals and how do you feel serving as a peer leader will assist you in achieving these goals?

[Response should be 250 - 500 words] *

Group Interview Information:

Candidates selected to participate in an interview will be contacted via email following the application deadline. The interview invitation will include instructions on how to sign up for an interview through our website. **Interview sign-ups will be on a first-come, first-serve basis.**

Spring Group Interviews:

Thursday, January 26, 2017 - 8:30 - 10:30am and 11:00am - 1:00pm

Friday, January 27, 2017 - 2:00-4:00pm and 4:30-6:30pm

Wednesday, February 1, 2017 - 12:00-2:00pm and 2:30-4:30pm

Professional Recommendation:

Please provide the name and e-mail address of the person who will write a professional recommendation for your application. Once you have submitted your application, an e-mail will be sent to your recommender with instructions for completing a recommendation. We suggest you contact your recommender in advance to ensure they are willing and able to complete the recommendation before the deadline.

Recommendation Deadline for Early Decision/Study Abroad Applicants:

Tuesday, November 1, 2016

Recommendation Deadline for Final Application:

Wednesday, January 18, 2017

An acceptable recommendation comes from a current or past supervisor (whether for a paid or volunteer position), a faculty or staff member, or another professional who can speak to your abilities related to the peer leader position. A recommendation from a friend or family member is not appropriate for this application.

Please note: Your application is not considered complete until we have received a recommendation for you.

Full Name of Recommender: *

Recommender E-mail Address: *

How did you hear about this position:

- University 101 Website
- Listserv e-mail
- Table Tents
- Nomination e-mail
- Ad in Daily Gamecock
- Former Peer Leader / Grad Leader
- Faculty / Staff member
- Digital Signs in Russell House
- Preview Slide at Carolina Productions

You may save this form and edit it again later; when you are finished with it, you may submit it, after which no further edits will be possible.



Application Review Rubric

Peer Leader Application Review Rubric Guidelines

Fall 2017 Cohort

Reviewer instructions: *As you review each University 101 Peer Leader application, please refer to these descriptions and questions as a guideline.* This document is intended to provide direction and guidance for you while allowing you to incorporate your own interpretation into your evaluation of the candidate.

Your review should be a holistic one; your scores for each category should refer to materials throughout the application, not simply one question.

Category 1: Personal Attributes and Skill Sets

Description of Category – Personal Attributes and Skill Sets reflects what a candidate “brings to the table.” These may be innate attributes or skills built through experiences. Key words that may indicate the necessary skills include *mentoring, leadership, teamwork, building relationships, role model, and helping*. The explanation of their experiences may provide information about their attributes/skills as well.

Questions to consider:

- Does the student discuss attributes and skills relevant to the being a facilitator, mentor/role model, and resource?
- Do the student’s experiences contribute to the development of skills necessary to be a successful peer leader?

Category 2: Quality of Involvement and Experiences

Description of Category – Quality of Involvement and Experiences is a measure the amount of involvement (for example, how many organizations one is involved in), and the depth of a student’s involvement (for example, the president of an organization is considered more extensively involved than an active general member). This dimension also captures relevant experience outside of USC, such as volunteer and work experience. High school experiences will be considered if the student also discusses experiences at USC.

Questions to consider:

- To what extent is this student involved on and off campus?
- Does the student have other experiences outside of USC that are relevant to the mission, goals, and values of the Peer Leader Program?
- What skills are exemplified through their involvement?

Category 3: Understanding of Role

Description of Category – Understanding of Role is a measure of how well the student demonstrates an understanding of the peer leader position. Ideally, it should be clear that an applicant has researched the position and is able to describe the position in their own words beyond what is provided on the website. Having taken University 101 and seen a peer leader in action will undoubtedly give greater context to those who are applying, however, past enrollment in University 101 is not required.

Questions to consider:

- Does the student have a sense of first-year student needs?
- Is the student able to explain the role and responsibilities in their own words?
- Is the student aware of the time commitment required to fulfill peer leader responsibilities?

Category 4: Potential for Success in Position

Description of Category – Potential for Success in the Position allows us to look beyond candidates who may already have the skills necessary to succeed and support students who are interested in participating in order to build those skills. Because serving as a peer leader is a developmental opportunity, we look not only at current skills, but also at areas of potential growth in our candidates.

Questions to consider:

- Will this student be able to contribute to the University 101 Program while also learning from their experience?
- Does the student discuss attributes/skills that they would like to develop?
- If so, will serving as a peer leader assist in shaping those attribute/skills?

Category 5: Goal Alignment with Program

Description of Category – Goal Alignment with Program evaluates the students' values and how those values line up with the purpose and outcomes of the program. It is important to mention that having teaching goals or being an education major is not required to be a successful peer leader. This dimension also measures interest level in the position.

Questions to consider:

- Does the student state how serving as a peer leader would help him/her achieve their personal and professional goals?
- Does the student have values and goals that can be clarified or developed by the peer leader experience?
- To what extent do the student's values and goals match those of the program?
- Does the student express interest in the position that extends beyond adding an item to their resume?

Category 6: Support of Recommendation

Description of Category – Support of Recommendation allows us to reflect on the reference a candidate receives. An ideal recommendation will come from a mentor or supervisor on campus or an off campus experience (for example, a volunteer coordinator at a local school). Family, friends, or contacts from high school are not considered appropriate recommenders. A recommendation should support the student's application and align with what the student wrote. At times, comments may provide more insight than the numerical ratings.

Questions to consider:

- Who is the recommendation coming from?
- Does recommendation support and complement the student's application?
- What is the overall recommendation rating?



Interview Facilitators Guide

Welcome and Introductions (10 minutes)

- **Lead Facilitator (U101 Staff):**

Introduce yourself and have each evaluator do the same. Make sure to explain which area you are representing (U101 staff, UNIV101 Instructor, Peer/Graduate Leader).

- Have participants introduce themselves giving their name, major, year, hometown, and why they want to serve as a University 101 Peer Leader.

- **Peer/Graduate Leader:**

Thank students for their interest in being a University 101 Peer Leader. Put them at ease about the interview process by encouraging them to have fun!

- **Reassure applicants:**

You are not competing against one another; it is possible each of you will be selected to serve as a University 101 Peer Leader.

- **Lead Facilitator:**

Give a brief outline of the interview process:

- You will complete four activities this afternoon.
 1. Warm-up activity focused on communication.
 2. Mock panel where you serve as the panelists and we will be a group of first-year students.
 3. Case study activity where you will work as a group to respond to issues that peer leaders commonly face.
 4. Final activity which allows you to showcase your creativity.
- Through these activities, we will be evaluating your:
 - Motivation for the position and understanding of UNIV 101
 - Communication/listening skills
 - Team work/interaction with other group members
 - Ability to serve as a positive role model
 - Problem-solving ability
 - Approachability/empathy

Random Ramblings (10 minutes)

Assessing:

- Communication skills
- Problem solving ability
- Creative thought
- Enthusiasm
- Comfort in front of a group

Activity Description

Each candidate will take a turn pulling a word/phrase from the deck of cards. Give candidates about 10 seconds after pulling the word to gather their thoughts. The candidate then spends **one minute** speaking about their word/phrase. Be sure each candidate selects a card from the stack in turns, rather than all at once, to ensure each candidate has the same amount of time to review their word or phrase. The goal of this activity is to give candidates a chance to warm up.

Materials:

Random Rambling Note Cards

Words:

- | | |
|--------------------------|----------------------------|
| - First Night Carolina | - Tiger Burn |
| - Sandstorm | - Chicken Finger Wednesday |
| - Russell House | - Horseshoe |
| - Carolinian Creed | - Residence Halls |
| - Student Success Center | - Student Organizations |

Facilitation Instructions

Say – “Each of you will pick a note card one-by-one from the deck I have in front of me. There is one word on each note card. You will have 10 seconds before you will be asked to give a one-minute speech on your word to the group. You can focus on anything about the topic that you would like. Creativity and enthusiasm are encouraged.”

Mock Panel (20 minutes)

Assessing:

- Knowledge of campus resources (candidates do not need to know every resource available!)
- Communication skills
- Ability to serve as a positive role model
- Appropriate representation of University 101 and the University of South Carolina
- Problem solving ability
- Ability to empathize
- Ability to be open and respect others' ideas and opinions

Activity Description

In this activity, the evaluators are acting as first-year students asking questions to the panel of applicants. Evaluators should take turns asking questions (see questions on next page). Please determine which questions each evaluator will ask before participants arrive. All applicants will answer the first and last questions.

Candidates do not need to answer in the order that they are sitting. They should be allowed to speak up when ready as that will allow you to better assess their fit for the peer leader role.

Facilitation Instructions

Say – “You will serve on a panel to answer questions from first-year students, which will be played by the evaluators. It’s OK if you don’t have all the answers. All applicants will answer the first and last question, but may choose to answer the questions in between. There will be plenty of questions. We are looking for **quality over quantity of answers**. This will be a conversation; please do not worry about raising your hands. Feel free to jump in when you have something to contribute to the conversation.

- Please begin by asking EACH candidate to respond to the opening question that is provided (in bold).
- Please ask at least one question from each of the four categories to the group. Do not prompt a specific student to start.
- If time allows, you may ask additional questions from the list.
- Please end by asking EACH candidate to respond to the closing question that is provided (in bold).

Mock Panel Questions

OPENING QUESTION (all applicants respond):

- What was the most influential moment of your first-year?

Category 1

- a) What's the best way to meet new people?
- b) How did you balance everything your first semester at school? Academics, social life and extracurricular activities.

Category 2

- c) Will I really get in trouble if I get caught with alcohol?
- d) I didn't drink in high school. Will it be okay if I don't drink this year?

Category 3

- e) I've been feeling really lonely lately, and I don't get along with my roommate. What can I do?
- f) I haven't found a way to get involved on campus yet. How do I find things on campus that fit my interests?

Category 4

- g) I'm doing really poorly in my business classes, but, I don't know what else I want to be. Should I stick with my current major?
- h) I never had to study in high school and feel like I really don't know how. I don't want my grades to drop so what should I do?

ENDING QUESTION (all applicants respond):

- What is your favorite thing about the University of South Carolina?

Case Study Evaluation (30 minutes)

Assessing:

- Problem solving ability
- Communication/listening skills
- Teamwork skills
- Empathy
- Ability to serve as a positive role model

Activity Description

In this activity, applicants will be split into two groups. Applicants will have **15 minutes** to review the case study individually and prepare their resolution by themselves and then compare their brainstormed resolutions with their group. Each group then has five minutes to describe the case study situation, identify key problems/issues, and present their solution. The case studies are designed to allow candidates to respond to challenges peer leaders typically face and work as a group to build consensus around a resolution.

Materials:

Case study individual worksheets, writing utensils

Facilitation Instructions

- Split the applicants into two groups.

Say – “Each group will receive a case study of a situation that you may face as a U101 Peer Leader. You will work through the case study on your own first. Then, you will work through it as a group to come to a consensus to present to everyone. You have 15 minutes to complete the task. We will be observing you and your team.”

- Watch the candidates as they work through the case study. Note the conversations, teamwork, and communication abilities – who speaks up, who offers ideas, who is a team player, who is a leader?
- Announce when 2 minutes remain. When time is up, pull the groups back together.
- Give each group five minutes to describe the case study situation, identify key problems/issues, and present their solution.
- Evaluators and the other group can then ask questions and discuss the scenario/resolution.
- You may ask questions from the list below:
 - What are the issues you had to consider in this case?
 - What options did you come up with for handling this situation?
 - How might each option play out?
 - Which option(s) do you prefer? Why?
 - How might this play out in the University 101 setting?

Case Study # 1

Issue: Susie could not wait for college to start. Her high school years were great, but she knew college would be even better. Susie had great friends in high school, a supportive significant other and was close with her family. She assumed that she would make friends quickly at Carolina and enjoy the football games, parties, and campus events. Susie was a little bit worried about leaving her family and friends, and attending an out-of-state school where she didn't know anybody, but she felt like she could handle it.

During the first month of college, Susie found herself struggling and confused. She was having trouble in her science classes causing her to wonder if majoring in Chemistry was the best choice. Susie had yet to make it to a Carolina football game despite trying to get tickets for each game. Additionally, she had made some friends in her residence hall, but not like the deep friendships she had in high school. She missed her boyfriend back home and younger siblings more than she thought she would.

Susie started wondering, "Do I belong here? Should I transfer to a school closer to home?"

**Susie is a first-year student in your UNIV 101 class.
She has come to you for guidance, what will you do next?**

Questions to consider:

- What are the issues to consider in this case?
- What are your options for handling this situation? How might each option play out? Which option(s) do you prefer?

UNIV101 Commercial (40 minutes)

Assessing:

- Communication skills
- Positive Attitude
- Teamwork
- Creativity
- Initiative
- Willingness to step out of comfort zone

Activity Description

In this activity, applicants will first individually generate a list of topics for their own UNIV 101 course. Then as a group, they will come together to build consensus around the top five topics for the course. Finally, applicants will create a commercial that encourages first-year students to enroll in their version of UNIV 101. The commercial should display the value of UNIV 101.

Materials:

Top five worksheets, prop bag, UNIV 101 commercial instructions, scrap paper, markers

Facilitation Instructions Part I

- Split students into two groups.

Say –“You are designing a UNIV 101 course for incoming students and only get to cover five topics. You first will identify five topics individually for your course, then you will come together with your group to build consensus around the top five topics for the course. We will let you know when to start collaborating with your group. You will have up to **15 minutes** to create your individual and group lists.”

- Pass out the **top five topic worksheets** to each candidate. Candidates should complete their own list before collaborating as a group.
- Once the majority of students have finished their list of five, please have the groups work together to create their group’s list of five.
- Give students up to 15 minutes to generate both individual and group lists.
- Have students share out their group’s top five topics and why they selected them.

Facilitation Instructions Part II

Say – “As a group, you will design a commercial that encourages first-year students to enroll in your UNIV 101 course based on your top five topics. Please be creative. Your group will have **10 minutes** to plan your commercial. The commercial should be **2-4 minutes** in length. Each group member must speak during the commercial and use at least one prop. We will let you know when you have 2 minutes remaining for your planning.”

- Give them 10 minutes to prepare their skit. Give them a 2-minute warning leading up to the presentation. Use the last 10 minutes for presentation of the commercial.
- **Be sure to watch the candidates as they prepare their commercial. Note their teamwork and communication abilities – who speaks up, who offers ideas, who is a team player, who is a leader?**

Wrap-up and Questions (10 minutes)

- **Collect all handouts from candidates!**
- Thank the applicants for participating in the interview and their interest in serving as a University 101 Peer Leader.
- Stress the importance of not sharing any of the activities that take place during group interviews with others so that no one has an unfair advantage in the process.
- Pass out **“Next Steps” handout** to each applicant and highlight the following:
 - Notification letters will be sent out no later than **February 17, 2017**.
 - If selected as a University 101 Peer Leader, you are required to:
 - Attend **Spring Peer Leader Orientation** on **Saturday, March 18, 2017**
 - A make-up training will be offered for those students studying abroad in the spring.
 - Participate in one **Syllabus Preparation & Teambuilding Workshop** with your co-instructor between **April 6-14, 2017**
 - Enroll in a section of EDLP 520 for the fall semester
 - Participate in Fall Peer Leader Training with your EDLP 520 class in August before classes start
 - Matching information will be provided to applicants selected for the position at the beginning of March.
 - If you are no longer interested in participating in the Peer Leader Program following today’s interview, please contact the Assistant Director for Peer Leadership.
- Any questions from candidates?
- Thanks again for your participation! Good luck to you all!

After participants leave:

- Gather all unused handouts and activity instruction sheets and leave in the interview room for the next group or bring back to Russell House 302 if last interview of the day.
- **Please be sure students do not leave with any interview materials except “Next Steps” handout.**
- **Please collect completed Top Five Worksheets and bring to the check-in desk in Russell House 302.**
- **Complete and bring evaluation forms for EACH candidate to the check-in desk in Russell House 302. Please organize your evaluations grouped by candidate.** Please do not leave evaluation forms unattended in empty rooms.
- A space will be provided if additional time is needed to complete evaluation forms to allow for the next interview to begin on time.

Thank you for your help in this critical piece of the Peer Leader selection process. We appreciate your thoughtful and candid feedback as we work to select another outstanding cohort of U101 Peer Leaders!

Interview Evaluation Form



CANDIDATE: _____

EVALUATOR: _____

UNIVERSITY 101 PEER LEADER GROUP INTERVIEW EVALUATION FORM

Please fill out an evaluation form for each candidate. You may consult your co-evaluators but please provide an evaluation of each candidate’s performance individually. A copy of the peer leader position description has been provided in each evaluator’s packet for your reference.

Rating scale: 5 – Outstanding 4- Above Average 3 –Average 2 – Below Average 1 – Poor

1. COMMUNICATION/LISTENING SKILLS:	5	4	3	2	1
2. TEAMWORK SKILLS:	5	4	3	2	1
3. POSITIVE ROLE MODEL:	5	4	3	2	1
4. PROBLEM SOLVING ABILITY:	5	4	3	2	1
5. APPROACHABILITY/EMPATHY:	5	4	3	2	1

OVERALL RECOMMENDATION:

Highly
Recommend

Recommend

Recommend
with Reservations

Do Not Recommend

OVERALL COMMENTS: Please *elaborate* on any observations of excellence *as well as* observations that are cause for concern (i.e. reservations, red flags). Please also provide your rationale if you recommend an applicant with reservations or do not recommend the applicant for this position.

This side of the evaluation is for your use and reference only. Official comments and rankings should be entered on the back side of this sheet. See below for a sampling of example behaviors that support the categories on which you will base your evaluation of the candidate.

Communication/Listening Skills

- Listened actively to others
- Stated own opinion and ideas in clear manner
- Provided positive reinforcement
- Provided appropriate, productive feedback
- Responded well to feedback

Teamwork Skills

- Initiated discussion
- Included all group members
- Motivated/encouraged the group
- Asked for others' opinions and supported others' ideas
- Displayed cooperative tendencies and worked well with others
- Receptive to compromise

Positive Role Model

- Demonstrated maturity and professionalism
- Shared appropriate ideas
- Sensitive to needs of diverse populations
- Displayed confidence
- Stepped out of comfort zone
- Respected values and ideas of others

Problem Solving Ability

- Remained calm under pressure
- Shared original ideas
- Explored different approaches
- Exhibited resourcefulness
- Displayed methodical, rational thought approaches

Approachability/Empathy

- Respectful of other's views
- Demonstrated warmth and openness
- Embodied empathy
- Demonstrated sincerity
- Related to own first-year experiences

Permission to Request Student Conduct Records



I hereby give permission to the University 101 office to obtain information from my University of South Carolina education records and the Office of Student Conduct regarding any disciplinary records in my name as defined by the Family Educational Rights to Privacy Act (FERPA) for the sole purpose of verifying the expectations and responsibilities associated with this position. Having prior records or judicial violations does not automatically exclude applicants from being considered for the position. This information will remain confidential and will not be shared with persons outside of the University 101 office.

Full Name (print)

Preferred First Name (print)

Signature

Date

Peer Leader and Instructor Matching Forms

Peer/Grad Leader Matching - Fall 2017

University 101 System

[Logout](#)

Please complete this form indicating your preference for co-teaching UNIV 101 in Fall 2017. If you have already confirmed a match with an instructor on your own, please select their name below. Otherwise, University 101 will use your preferences to match you with a teaching partner. You will receive notification of your match and contact information for your assigned teaching partner via e-mail no later than March 30, 2017.

Peer/Grad Leader: Kathleen Nystrom

Major: *

Please indicate if you are in any of the following programs: (check all that apply)

Honors
 Capstone
 TRIO (Opportunity Scholar)
 Teaching Fellows

I have already made a match with UNIV 101 instructor:

Section:

UNIV 101 Class Day/Time: * Please select all times you are available and sort them according to your preference. *Your first preference should be at the top of the Selected Day Times.*

Available Day Times:

- MWF 8:30 - 9:20
- MWF 9:40 - 10:30
- MWF 10:50 - 11:40
- MWF 12:00 - 12:50
- MWF 1:10 - 2:00
- MW 2:20 - 3:35
- MW 3:55 - 5:10
- MW 5:30 - 6:45
- TR 8:30 - 9:45
- TR 10:05 - 11:20

Selected Day Times:

- TR 2:50 - 4:05

Up Dn

UNIV 101 Course Section Types: * Please select the sections you prefer and sort them according to your preference. *Your first preference should be at the top of the Selected Section Types.*

Available Section Types:

- Business
- CEC
- Common Course
- Education
- General
- Green Quad- Living Learning Comm.
- Honors
- HRSM
- Nursing
- Pre-Med

Selected Section Types:

- Capstone
- Journalism

Up Dn

What are you looking for in a teaching partner? *
Items to consider: communication style, personality, organization style.

Please share additional information you would like University 101 Programs staff to know in regards to your matching process. *

You may submit the form and come back at a later time and continue editing until Monday, July 31, 2017.

University 101 System

[Logout](#)

Please complete this form indicating your preference for teaching with a Peer or Graduate Leader in fall 2017. If you have already confirmed a match with a Peer or Graduate Leader on your own, please provide their name below. If you have not confirmed a match, University 101 Programs staff will use your preferences to match you with a teaching partner.

We encourage you to review information about peer leader and graduate leader **responsibilities** before submitting your matching form.

You will receive notification of your match and contact information for your assigned teaching partner via e-mail no later than March 28, 2017.

Instructor Name: Michael Dial

If you confirmed a match with a Peer/Graduate Leader, please select the student's name below for your sections. You do not need to complete the remainder of the form.

Course: UNIV101

Section: 082

Peer/Graduate Leader:

1. Please select the statement that is most applicable. *

2. What are you looking for in a teaching partner?

Items to consider: communication style, personality, organization style.

3. Please share additional information you would like University 101 Programs staff to know in regards to your matching process.

You may submit the form and come back at a later time and continue editing until Friday, June 30, 2017.



Guidelines for Team Teaching

Cooperative Teaching

Communication

1. Do I openly share my ideas and thoughts with my co-instructor(s)?
2. Do I encourage my co-facilitator(s) to share ideas and opinions?
3. Do I stay focused on the agenda at class and not stray to other topics?
4. Do I ask for feedback after I have presented a lesson?
5. Do I make sure that all feedback I give is constructive?
6. Do I receive feedback without defensiveness or hurt feelings?
7. Do I inform my co-instructor(s) if I am going to be late for a class meeting?

Decision-Making

1. Have we discussed the possible outcomes of our decisions?
2. Am I going into our meetings with an open mind or do I already have my heart set on a certain solution or idea?
3. Have we explored alternative ideas or solutions?
4. Has each of us had an opportunity to share our own perspective?
5. Do we need to connect with an “expert” on this issue or topic before we make a decision?
6. Am I feeling rushed into making a decision?

Planning Meetings

1. How often do we want to meet outside of class time?
2. Should we establish a “regular” meeting time or set meetings from week to week?
3. Where do we want to meet?
4. Do we need to set some “ground rules” for our meetings?
5. How will we use our meeting times?

Teaching Style

1. Do I like to use humor with students?
2. Am I comfortable being flexible with lesson plans?
3. Do I prefer to deliver material through mini-lectures or interactive activities?
4. Do I like to use small-group activities or icebreakers?
5. Am I comfortable dealing with “interruptions” from co-instructors or students while I am presenting material?
6. Do I believe that instructors should adhere to a certain “dress code”?

Classroom Management

1. How do we best memorize the names of the students in our class?
2. Will we implement an attendance policy? If so, how will we enforce it?
3. How would we like to arrange the desks or tables for class?

Assignments and Grading

1. What emphasis are we going to put on grades? How will our grading system reflect this philosophy?
2. Will we accept late work?
3. Who will be responsible for the grade book? Posting grades onto Blackboard?
4. How will we handle special requests for due date extensions, excused absences, etc.?
5. Do we all want to grade all assignments? If so, how will we determine the final grade on each project?
6. How quickly do we want to return assignments to students?
7. What criteria are we using to grade assignments?
8. Are we all comfortable giving written feedback?
9. Do we have the tendency to grade too easily or too harshly?
10. Do we want to provide extra credit opportunities?
11. Will part of the students' overall grades be determined by attendance or participation? How will we measure these?

Division of Teaching Responsibilities

1. How comfortable are each of us with University 101 and student success topics?
2. Between the two of us, do we have the resources to cover every topic? If not, are there other experts or guest speakers who might be of assistance?
3. How will we divide the tasks for class preparation?
4. How will we divide teaching responsibilities?
5. How will we present a "united front" to our students?
6. Who will be responsible for taking attendance, keeping grades, handing out papers, making copies, contacting guest speakers, etc.?

Teaching Experience/Technique

1. Have I taught University 101 in the past?
2. Do I have formal teaching experience?
3. Is my co-instructor a more experienced teacher than I am? If so, how do I feel about that?
4. Am I committed to improving my teaching techniques in University 101?
5. Have I set goals for improvement?
6. Am I open to receiving feedback regarding my teaching from my co-instructor(s)?

Suggested Guidelines for Team Teaching

The following are best practices for establishing a successful team teaching relationship, adapted from EDLP final exam papers. It is important to discuss expectations and establish both a communication plan and timeline for course planning that spans from teaching team assignment throughout the fall semester.

Spring Semester – Meet at least once

- Get to know each other.
- Begin syllabus development using University 101 goals and learning outcomes as a guide. Consider Campus Partner Presentations, assignments, supplemental readings, and preferred lessons/activities.
- Discuss team-teaching responsibilities with each other. Who will do what?
- Decide when to meet again before classes begin. Set a weekly meeting time for the fall.

Summer – Maintain contact in person, over the phone, or through e-mail

- Continue syllabus development including establishing student expectations, scheduling presentations, developing assignments, grading scale, etc.
- If individual lessons or topics have already been assigned to teaching team members, begin to work on those.

August – Meet at least two weeks before classes begin

- Finalize syllabus. The syllabus must be submitted in early August.
- Clarify the division of responsibilities.
- Discuss/decide on class format. **Be specific; finalize what was discussed during the spring semester including who will facilitate what lessons, activities, assignments.
- Create a plan for your first day of class!

Fall Semester – Meet weekly

- Finalize lesson plans, discuss student/classroom issues, discuss student work, and plan ongoing events/activities for the class.



Peer Leader Training

Peer Leader Training & EDLP 520

One of the major components of an effective peer educator program is purposeful and ongoing training for the undergraduate co-instructors. University 101 Peer Leaders are trained for their position as a facilitator for learning in the classroom as well as their role as a mentor, role model, and resource for first-year students.

In addition to participating in Spring Orientation, Fall Training, and a Syllabus Preparation and Teambuilding Workshop, peer leaders enroll in a three-credit academic course, EDLP 520: The Teacher as Manager, the semester during which they serve. The course is taught by a University 101 Programs staff member and a Senior Peer Leader. EDLP 520 is a unique class designed to provide a forum for reflection and processing of the University 101 Peer Leader experience, while also helping peer leaders to develop and practice important, transferrable leadership skills. Discussion in the course revolves around topics such as group facilitation skills, mentoring and helping skills, leadership styles, and classroom management strategies. It might be useful to consider the approximately 40 contact hours in the University 101 class as a lab or practicum with the meetings of EDLP 520 as a discussion/seminar class.

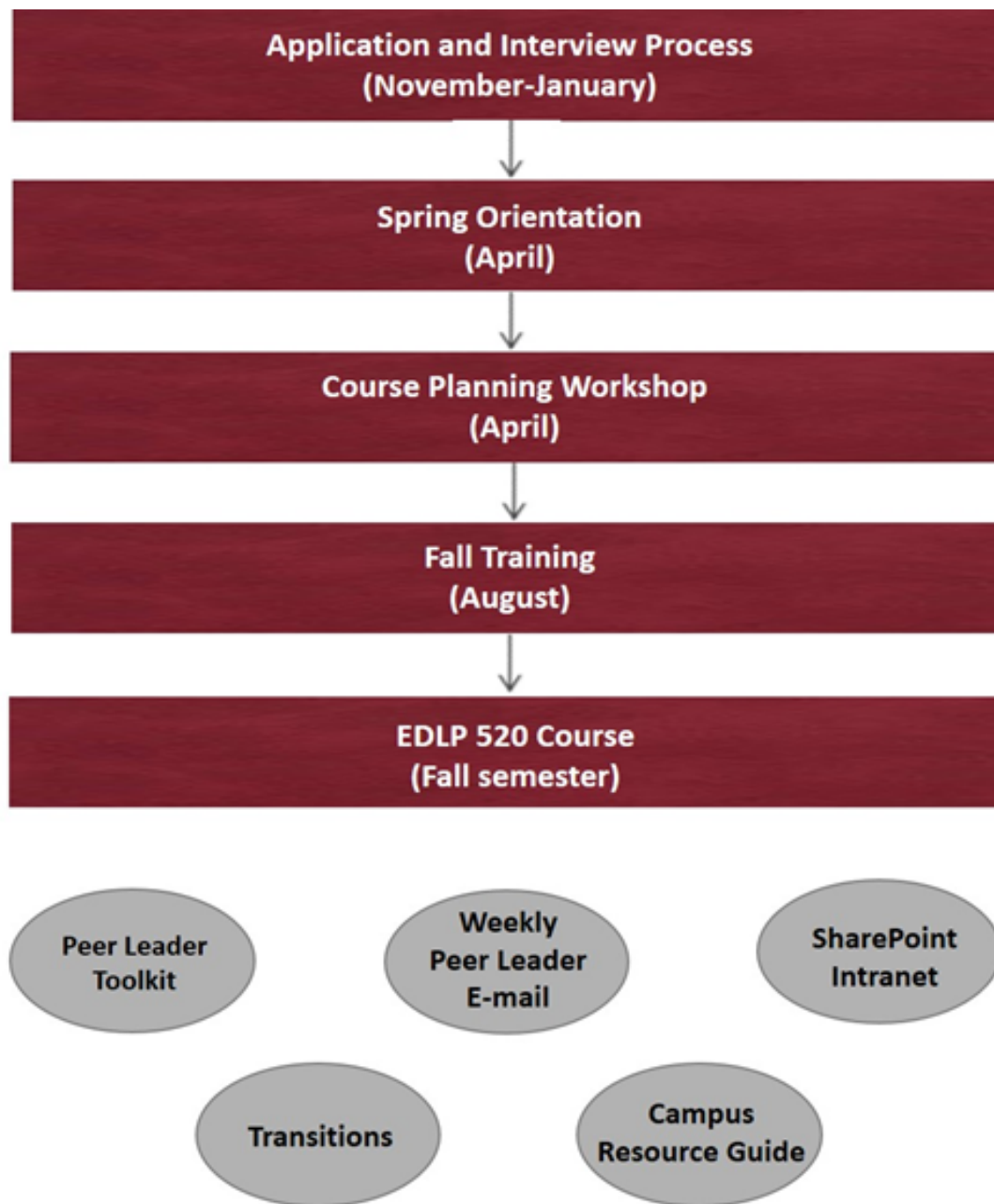
At the end of the semester, each UNIV 101 instructor who is teaching with a peer leader is asked to evaluate their peer leader's performance in the University 101 classroom using the rubric on the next page. The peer leader's EDLP 520 instructor will assign them a final course grade that incorporates the instructor evaluation.

Learning Outcomes for EDLP 520:

As a result of active engagement in this course, students will:

1. Apply knowledge of first-year students and engaging pedagogies to develop and deliver an effective lesson plan for use in University 101.
2. Develop and apply appropriate transferable skills such as communication, helping and leadership skills.
3. Develop and share ideas for specific course activities/discussions.
4. Identify strategies to deal with challenges associated with the peer leader role.
5. Articulate the personal development resulting from the peer leader experience.

Peer Leader Development Plan



Much like the UNIV101 first-year seminar, University 101 Programs provides an extended orientation for peer leaders to give them what they need, when they need it, and when they are ready for it. Program staff begin developing peer leaders during the selection process through an online application and group interviews that highlight intended program outcomes and essential leadership skills. Once selected, peer leaders dedicate significant time to their experience, engaging in over 35 hours of development through two four-hour training workshops, a two-hour Course Planning Workshop attended with their teaching partner, and participation in EDLP520, a three-credit-hour academic training course during the semester they serve. All facets of peer leader development role model best practices for a first-year seminar including team teaching, small group size, and engaging pedagogy.

Peer Leader Toolkit

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UNIVERSITY OF SOUTH CAROLINA

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Sample EDLP 520 Syllabus

EDLP 520 – Section 002

Fall 2017

Monday – 3:55 – 5:10 pm

Sims Hall S119

Contact Information



Instructor

Mike Dial

mdial@sc.edu

O: (803)777-6709

University 101

Programs 1728 College

Street



Peer Leader

Lauren Mitchell

laurensemail@email.example.com

C: (555)123-4567

Office Hours

We are happy to meet with you anytime we are mutually available. We will also do our best to arrive early and stay after class. Please come see us!

Required Readings & Materials:

- Weigel, D. S., & Friedman, D. B. (Eds.). (2017). *Transitions*. Columbia, SC: University of South Carolina. (provided)
- Peer Leader Toolkit (provided)
- Campus Resource Guide (available on Blackboard)
- Selected Course Readings (available on Blackboard)

Purpose:

You have been selected to participate in a leadership program that focuses on helping first-year students succeed. Your academic success, personal involvement, leadership, and commitment to university service make you a model of successful student behavior. Your willingness to work closely with a U101 instructor to encourage student success is reflective of the caring spirit that characterizes this institution. Our course will focus not only on helping you an important role in your U101 class, but also on developing leadership skills that will be useful in other settings.

EDLP 520 Course Description:

EDLP 520 is a unique class designed to provide a forum for the reflection and processing of the University 101 Peer Leader experience and to develop and practice important leadership skills that are transferrable to other settings. Discussion revolves around such topics as group facilitation skills, mentoring and helping skills, leadership styles, classroom management strategies, and other related issues. It might be useful to consider the approximately 40 contact hours in the University 101 class as a lab or practicum, with the meetings of EDLP 520 as a discussion/seminar class.

Learning Outcomes:

As a result of this course, students will:

1. Apply knowledge of first-year students and engaging pedagogies to the development and delivery of an effective lesson plan for use in University 101.
2. Develop and apply appropriate transferable skills, such as communication, helping, and leadership skills.
3. Develop and share ideas for specific course activities/discussions.
4. Identify strategies to deal with challenges associated with the Peer Leader role.
5. Articulate the personal development resulting from the peer leader experience.

Class Expectations:

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do

your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

E-mail:

We will send communications via e-mail to your university account. Please check this account on a daily basis, or forward it to the e-mail account you check daily.

Academic Integrity Statement:

This course, along with the UNIV 101 course you are teaching, is grounded in an expectation of honesty and integrity. All work submitted, for purpose of evaluation or otherwise, is expected to follow the policies of the University and spirit of the Honor Code. All work must be original, cite proper sources, and be created or obtained with the upmost integrity. Any student believed to have engaged in any form of academic dishonesty will be referred to the Office of Academic Integrity.

Students with Disabilities:

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Office of Student Disability Services in LeConte College Room 112A, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. *All course materials are available in alternative format upon request*

Course Requirements:

Role in University 101	30%	<u>Grading Scale:</u>	90-100 = A	70-76=C
Attendance and participation in EDLP	20%		87-89 = B+	67-69 =D+
Assignments	30%		80-86 = B	60-66=D
Final Project	20%		77-79 = C+	Below 60 = F

TOTAL 100%

Peer Leader Responsibilities and Expectations:

- A) **Role in Univ 101** - Peer Leaders are expected to attend every session of the UNIV 101 class they are assigned and assist the instructor on a regular and planned basis. This may include assisting with syllabus planning, arranging for guest lecturers or tours, facilitating class discussions, introducing materials, communicating with class members outside of class, providing feedback to your instructor, serving as an advocate for freshmen, etc.
- B) **Attendance & Participation** - You are expected to attend all EDLP class meetings and events. As a seminar class, your participation and attendance is vital to both your success and class cohesiveness. Ten points will be deducted from your attendance grade for each unexcused absence. If you know you will need to miss class, you may be able to attend another section's class. Check with us in advance for other class dates. Attendance and participation in EDLP 520 are worth 20% of your final grade.
- C) **Homework & Class Assignments** - There will be several in-class and short out-of-class assignments, including journals and article responses. Journals will be emailed to instructors and article response format will vary. Guidelines will be provided for each assignment. Please submit all assignments in the format requested prior to the start of class on the due date. Late work will be subject to a penalty. These assignments will constitute a total of 30% of your final grade.
- D) **Final Reflection** - You will be required to create a final reflection project for this class. We will provide you with more specific details for the assignment before the due date. This assignment will constitute 20% of your final grade.

Course Calendar

Date	Topic	Assignments/Reading Due at the Start of Class
24-Aug	Welcome & Overview	Assign: Goal Setting, Clarifying Expectations (Instructor Interview)
31-Aug	Helping First-Year Students Make Responsible Decisions Regarding Alcohol (Guest Presenters: OSC and SAPE)	Read: Transitions, pp. 196-200, review alcohol curriculum (Blackboard)
7-Sep	Understanding First-Year Students and Student Development	Due: Goal Setting, Clarifying Expectations (Instructor Interview)
14-Sep	First-Year Students Continued and Connecting Students with Resources (Guest Presenter: SAVIP)	
21-Sep	The Brain and Cognitive Functioning: How Learning Works	
28-Sep	Listening and Helping Skills	Assign: Digital Identity Assignment
5-Oct	Helping Students with Advisement and Registration; Are You Social Media Savvy	
19-Oct	Developing Multicultural Competence	Due: Mid-Semester Reflection
26-Oct	Values Clarification	
2-Nov	Leadership Styles	
9-Nov	Leadership Styles Part II	Due: Your Personal Leadership Style
16-Nov		
23-Nov	No Class – TXGIVING Recess	
30-Nov	Feedback, Evals, and Closure	Due: Final Reflections
1-Dec	Peer Leader Appreciation Banquet – Capstone Campus Room	
2-Dec	Last Day of Classes	
3-Dec	Reading Day	
5 Dec - 12 Dec	Final Examinations (includes exams on Saturday)	
12-Dec	Commencement Exercises in Columbia	

Please note: This syllabus is subject to change.

EDLP 520 and Peer Leader Program Evaluation

EDLP 520 and Peer Leader Program Evaluation

Fall 2016

EDLP 520 Instructor Last Name: _____

Please rate your agreement with the following statements by circling the appropriate number:

<u>EDLP 520</u>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In this class, we learned a lot almost every day.	5	4	3	2	1
Class time was well spent.	5	4	3	2	1
I would recommend this instructor for future EDLP 520 classes.	5	4	3	2	1
The instructor was well-prepared for class.	5	4	3	2	1
The instructor encouraged meaningful class discussions.	5	4	3	2	1
The content and topics covered in this course were relevant to my needs.	5	4	3	2	1
I learned content and approaches in EDLP 520 that I applied to my UNIV 101 class.	5	4	3	2	1
I developed skills in EDLP 520 that I can apply in other settings.	5	4	3	2	1
Taking EDLP 520 was a valuable experience.	5	4	3	2	1

Please comment on the most valuable and least valuable aspects of EDLP 520. How could EDLP 520 be improved?

Most Valuable

Least Valuable/Areas for Improvement

Please comment on the strengths and weaknesses of your EDLP 520 Instructor:

Strengths

Weaknesses

Senior Peer Leader (SPL)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My SPL was a valuable part of my EDLP 520 experience.	5	4	3	2	1
My SPL made important contributions to our class.	5	4	3	2	1
My SPL was approachable.	5	4	3	2	1
My SPL role modeled effective teaching strategies.	5	4	3	2	1
My SPL was a valuable resource.	5	4	3	2	1
Please comment on your Senior Peer Leader:					
Peer Leader Experience	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Peer Leader experience was valuable.	5	4	3	2	1
If I had it to do over, I would make the decision to be a Peer Leader again.	5	4	3	2	1
Serving as a Peer Leader contributed positively to my overall experience at the University of South Carolina.	5	4	3	2	1
As a result of the University 101 Peer Leader experience (including training and EDLP 520), I improved my:					
Interpersonal communication skills	5	4	3	2	1
Facilitation skills	5	4	3	2	1
Helping skills	5	4	3	2	1
Leadership skills	5	4	3	2	1
Self-awareness/Understanding	5	4	3	2	1
Role in University 101 Class	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I had a significant role in my UNIV 101 class.	5	4	3	2	1
I was not utilized to my full potential in UNIV 101.	5	4	3	2	1
I regularly shared in the facilitation of class discussions.	5	4	3	2	1
I was involved in the development of the UNIV 101 syllabus.	5	4	3	2	1
I was satisfied with my role in the UNIV 101 classroom.	5	4	3	2	1

<u>UNIV 101 Co-Instructor</u>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was satisfied with my relationship with my UNIV 101 co-instructor.	5	4	3	2	1
I had an open dialogue with my co-instructor.	5	4	3	2	1
During the semester, I met often with my co-instructor outside of class for planning.	5	4	3	2	1
My ideas and feedback were valued by my co-instructor.	5	4	3	2	1
<u>Resources and Support</u>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SharePoint was a valuable resource.	5	4	3	2	1
The Peer Leader Toolkit was a valuable resource.	5	4	3	2	1
The Campus Resource Guide was a valuable resource.	5	4	3	2	1
I felt supported in my role as a Peer Leader.	5	4	3	2	1
<u>Training</u> (please skip question if you did not attend)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Spring Orientation Workshop was valuable. (March)	5	4	3	2	1
The Syllabus Preparation and Team Building Workshop was valuable. (April)	5	4	3	2	1
Fall Training was valuable. (August)	5	4	3	2	1
Please comment on the training, support, and resources provided for Peer Leaders. How can they be improved?					
<u>Demographics</u>					
Did you take UNIV 101 at the University of South Carolina?	Yes	No			
Did you know your University 101 co-instructor before being matched with him or her?	Yes	No			
How many hours did you devote to the Peer Leader Experience during an average week (including attending UNIV 101, EDLP 520, meeting with your co-instructor and/or students, and preparing for class, etc.)	0-4	5 - 8	9 - 12	13-15	16+
Please select your status:	Junior	Senior	Other		

Peer/Graduate Leader Evaluation

University 101 System

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You may update the peer leader instructor evaluations below.

Peer Leader:

Instructor:

Review Section:

Please use the following scale to assess your Peer/Graduate Leader's performance in University 101. We recommend that you share this evaluation with your Peer/Graduate Leader as a means for feedback.

Rating scale: 5 - Strongly Agree 4 - Agree 3 - Neutral 2 - Disagree 1 - Strongly Disagree

My Peer/Graduate Leader ...

- was an appropriate role model for our students. * 5 4 3 2 1
- was an effective facilitator. * 5 4 3 2 1
- was a valuable resource for our students. * 5 4 3 2 1
- was approachable. * 5 4 3 2 1
- was a valuable part of the UNIV 101 experience. * 5 4 3 2 1
- consistently carried out responsibilities and fulfilled stated expectations. * 5 4 3 2 1
- made high-quality contributions to the class. * 5 4 3 2 1

Total Score: 35

Please provide comments explaining your ratings: *

Please indicate whether you would recommend this student to serve as a Peer/Graduate Leader in the future: *

Highly Recommend ▼

Other Comments:

Save

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