

## Peer Advisor/Mentor (PA/M) Program

### PA/M 101 class, Leadership: Special Problems (Day of Week, Time)

**Instructors:**

**Team Leaders:**

#### **COURSE DESCRIPTION**

This course examines theoretical and practical applications of leadership and peer mentoring in educational contexts. Focus will be on the development of knowledge, skills, and attributes required of effective Peer Advisor/Mentors in the process of creating collaborative communities and educational programs which enhance student academic and career success.

#### **SESSION FORMATS**

Class discussions, case analyses, role playing, guest speakers, and presentations. Get ready!

#### **COURSE OBJECTIVES**

Upon completion of this course, each PA/M will:

- ✓ Be better prepared to empower each mentee to discover, develop, and apply her strengths in college, career, and beyond;
- ✓ Create a personal PA/M Profile;
- ✓ Develop expertise on mentoring a particular target population;
- ✓ Increase her understanding of theoretical and practical dimensions of student success;
- ✓ Improve her ability to plan, deliver, and assess educational programs;

#### **ASSIGNMENTS**

##### **1. Class Preparation and Participation (25%)**

You are responsible for all reading assignments, all material discussed in class, all handouts distributed in class, and all announcements made in class (including schedule changes). We will be sharing ideas, writing and discussing in class, and giving informal presentations during the course of the semester. Students are expected to demonstrate professionalism in all of these activities. As a community of scholars with a common mission, we all must take responsibility for the progress of the course. A "productive" contribution includes an understanding of the value of quality vs. quantity, and is characterized by the ability to both facilitate and build off of the ideas of others. Students should demonstrate their support of a cooperative learning environment through critical listening and encouraging *one another* to express opinions, experiences, and ideas.

##### **2. PA/M Profile (25%)**

For this assignment, you will develop (or revise) an individual profile of your "PA/M Self" that can be used for the web page, PA/M Notebook, and/or with new or potential mentees. Your PA/M Profile should be 1-2 pages, typed, and address topics such as:

- ✓ Who Am I?
- ✓ What is my Philosophy as a PA/M?
- ✓ What is my Mission as a PA/M?
- ✓ How Can We Work Together Most Effectively?
- ✓ What Are My Favorite Tips for Academic Success?

Several models of PA/M Profiles are available for review. Your PA/M Profiles will be evaluated based on **format** (appropriate headings, length), **content** (original, meaningful), and **style** (organization, readability).

##### **3. Annotated Bibliography/ Program Proposal for "Special Interest" Population (25%)**

There are a multitude of dimensions related to peer mentoring and academic success. One

of your course assignments is to choose one of these areas, develop some expertise on the topic, and propose an educational program to serve this population. To achieve this goal, you will write up and informally present the following:

- A. We will brainstorm possible target populations in class and at our Retreat. Sample topics might include international students, commuters, transfers, first generation, out-of-state students, or students struggling with issues related to diversity, conflict management, finances, or wellness issues;
- B. During class on (Date) you will share your preferred special interest areas, along with an explanation of how the information you gather will be of value to both you and your fellow PA/Ms. Adjusting for repetition, topics will be confirmed at that time;
- C. On (Date) your Annotated Bibliography/ Program Proposal is due in class. Please bring a copy of your bibliography for each of your classmates, and come prepared to present the three main points you learned as a result of your research, as well as to pitch a program idea that you believe would ideally serve the diverse needs of this particular population;
- D. Assignment Specifics: Your Annotated Bibliography should follow APA format, and have three entries, each of which should be no longer than half a page, single-spaced. Each annotation should summarize the source, identify the main points, and discuss the source's strengths and weaknesses as it relates to the context of peer mentoring (please use a variety of sources -- journal articles, books, educational associations, web sites); Use the guide provided to you for the written Program Proposal portion of the assignment; and
- E. Most of all, have fun exploring!

**4. Production of "Success PA/Ms From..." Newsletters/ or Informational Videos (25%)**

Last semester, we published the "Success PA/Ms From..." Newsletter once or twice a month, and it was a huge hit! This semester we will continue publishing our newsletter, which will be distributed electronically and will continue to serve as a way to let the campus know about upcoming events. Newsletter article due dates and final topics will be discussed in class. In addition to the newsletter, we will produce an informational video. Again, final topics and project assignments will be discussed in class. The library houses iMovie, camera equipment and a related editing program that is both simple and fun! The video (or videos) will be geared toward a prospective and/or first-year student audience, and depending on quality, may be distributed on campus or on YouTube.

**WEEKLY SCHEDULE**

Week	Date	Topic	Assignments Due
1	XX/XX	Welcome and Introduction to the Course	Prompt Attendance! Bring Handbook
2	XX/XX	Getting Organized and Keeping Records	Read "First Steps Handbook"
3	XX/XX	Discuss PA/M Profile Ideas and Newsletter/ Video Topics	Study Talking Points/ Resources
4	XX/XX	Talking Points Practice and Review	Study Event Calendars
5	XX/XX	Case Studies & Training	
6	XX/XX	Case Studies & Training	<b>Due: PA/M Profiles</b>

7	XX/XX	Case Studies & Training	<b>Due: Annotated Bibliography Topics</b>
8	XX/XX	<b>Fall Break</b>	
9	XX/XX	TBA Midterm Grades Out	
10	XX/XX	Case Studies & Training	
11	XX/XX	Case Studies & Training	<b>Due: Annotated Bibliography/ Program Proposal</b>
12	XX/XX	<b>TBA</b>	
13	XX/XX	Discuss Individual Performance Reviews	
14	XX/XX	<b>Thanksgiving Break No Class</b>	Eat, Sleep, and Catch Up !! Gobble-Gobble.
15	XX/XX	Preview of PA/M Video(s)	<b>Due: Individual Performance Reviews</b>
Finals	XX/XX	<b>Individual Performance Evaluation Meetings</b>	End of Semester "Celebration!"

**\*\*Guest Speakers, discussion topics, and training activities will be scheduled throughout the semester. Please regularly bring your syllabus to class for updating.**

### **EMERGENCY PROCEDURES**

It is possible that during a semester the need may arise to evacuate the campus for a period of time. If that occurs, the college will make every effort to minimize lost instructional time. In this course, I will expect you to monitor your campus email for messages about how we will proceed, as well as to log into (campus web site) regularly to stay up to date with course announcements and assignments.

### **GRADING SCALE**

The grading scale for PA/M 101 is as follows:

A	(93-100)	Excellent
B+	(90-92)	Very Good
B	(85-89)	Good
C+	(80-84)	Above Average
C	(75-79)	Average
D	(70-74)	Minimal
F	(0-69)	Failure

***“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”  
– Margaret Mead***