1. General Information

1a. Submitted by the College of: EDUCATION

   Date Submitted: 2/28/2013

1b. Department/Division: Educational Policy Studies and Evaluatio

1c. Contact Person

   Name: Karin Ann Lewis, PhD

   Email: karin.lewis@uky.edu

   Phone: 859-257-1356

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   Yes

   Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: EPE 374

2c. Full Title: Theories of College Student Development &Mentoring

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

   SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will explore the research discourse regarding college student development, behavior, relationship of student personnel to the total college experience, organization and administration of co-curricular academic support, program evaluation and assessment models, and research of models for college student mentoring.

2k. Prerequisites, if any: Sophomore status or higher

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   No

   If No, explain: We anticipate that this course will be taught by teaching assistants who will be newly appointed to the course, under the supervision of existing faculty.

6. What enrollment (per section per semester) may reasonably be expected?:   25

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   No

   Will it be of interest to a significant number of students outside the degree pgm?:   Yes

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   If No, explain: We anticipate that this course will be taught by teaching assistants who will be newly appointed to the course, under the supervision of existing faculty.

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components?   NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JJENSEN|Jane Jensen|Dept approval for ZCOURSE_NEW EPE 374|20130228

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_NEW EPE 374|20130418

SIGNATURE|PCOOK2|Patricia G Cook-Craig|EPE 374 ZCOURSE_NEW UKCEC Expert Review|20131018

SIGNATURE|CPTHUR0|Christopher P Thuringer|UKCore approval for ZCOURSE_NEW EPE 374|20140106

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW EPE 374|20140212

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2459	Intellectual Inquiry Social Science Form+reviewer
Delete	3037	EPE 374 syllabus (revised).pdf

[First] 1 [Last]

Select saved project to retrieve...   [ ] Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: EDUCATION   [▼] Submission Date: 2/28/2013

   b. * Department/Division: Educational Policy Studies and Evaluatio [▼]

   c.
   * Contact Person Name: Karin Ann Lewis, PhD   Email: karin.lewis@uky.edu   Phone: 859-257-1356
   * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

   e.
   Should this course be a UK Core Course? ◉ Yes ○ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☑ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ○ Yes [4] ◉ No

   b. * Prefix and Number: EPE 374

   c. * Full Title: Theories of College Student Development & Mentoring

   d. Transcript Title (if full title is more than 40 characters):

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

Lecture	Laboratory[1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		

   g. * Identify a grading system: ◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?   ○ Yes ◉ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course will explore the research discourse regarding college student development, behavior, relationship of student personnel to the total college experience, organization and administration of co-curricular academic support, program evaluation and assessment models, and research of models for college student mentoring.

k. Prerequisites, if any:

Sophomore status or higher

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ⦿ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

   a. * Course will be offered (check all that apply): ☑ Fall   ☑ Spring   ☐ Summer   ☐ Winter

   b. * Will the course be offered every year?   ⦿ Yes ○ No

      If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available?   ○ Yes ⦿ No

   If No, explain:

   We anticipate that this course will be taught by teaching assistants who will be newly appointed to the course, under the supervision of existing faculty.

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

   a. * Will this course serve students primarily within the degree program?   ○ Yes ⦿ No

   b. * Will it be of interest to a significant number of students outside the degree pgm?   ⦿ Yes ○ No

      If YES, explain:

      This course will be an excellent course for undergraduate student leaders in any major who work with other undergraduate students (Residence Hall Advisors, Ambassadors, Peer Tutors, Peer Educators, Peer Instructors,

8. * Check the category most applicable to this course:

   ☐ Traditional -- Offered in Corresponding Departments at Universities Elsewhere
   ☑ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

   a. * Is this course part of a proposed new program?   ○ Yes ⦿ No

      If YES, name the proposed new program:

   b. * Will this course be a new requirement ⁵for ANY program?   ○ Yes ⦿ No

      If YES ⁶, list affected programs::

10. Information to be Placed on Syllabus.

   a. * Is the course 400G or 500?   ○ Yes ⦿ No
      If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

   b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

Course Review Form
Inquiry in the Social Sciences

Course: EPE 374

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:
Film review; Capstone project

Readings related to capstone project

Brief Description:

In the film review student are asked to use course readings to apply their understanding of how barriers or attitudes related to cognitive development and student development portrayed in film.

Students will apply research to their topic for the research in their capstone paper that will allow for the exploration of their topic from on or more academic perspectives.

☒ Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:
Capstone research paper; Couse objective 2: Identify methods and demonstrate ethics of inquiry that lead to social scientific knowledge in student development and cognitive development.

Brief Description:

By reviewing relevant research in their capstone paper student will review various methods of social inquiry related to student development and mentoring.

☒ Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:
Capstone research paper and film review

Brief Description:

Each assignment asks students to review and cite research related to understanding student development and mentoring.

The literature review required in the capstone paper requires students to identify and use peer reviewed sources. The expectation is that this assignment will be able to be submitted for publication or presentation which requires students to thoroughly examine the literature on the topic to understand evidence related to their selected topic.

☒ Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:
Capstone research paper

Brief Description:
By completing research paper students will consider how a topic is conceptualized in the social science literature.

The Captstone Paper/Presentation requires students to explore a student development or mentoring topic and review how social and culture, comparative societal, or power influences that topic over time. There is is requirement that the paper be acceptable for submission to a peer reviewed journal/conference call suggesting that the project must consider how the topic is framed and researched from a social science perspective.

☒ Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:
Capstone research paper

Brief Description:

The selection of a development/mentoring topic and how it is influenced over time by the influence of social forces, cultural changes, comparative social structures, and power in the capstone project requires students to articulate a question of interest and then review the social science literature on how that has been studied.

Reviewer's Comments
Would have expected to see week to week reading schedule but assignments seem appropriate.

I approve the course.

<u>Theories of College Student Development & Mentoring</u>
EPE 374: 3 credits

Tuesdays & Thursdays 3:30 pm - 4:45 pm
Classroom: TBD

859-257-1356 (office)

Instructor Office Hours:
in *The Study,* 306b Complex Commons
By appointment

The prerequisite for students to enroll in this course is sophomore status or higher. This course will explore the research regarding college student development, behavior, relationship of student personnel to the total college experience, organization and administration of co-curricular academic support, program evaluation and assessment models, and research of models for college student mentoring. Ultimately students who successfully complete this course will have understandings of the theories and models for student development, cognitive development, and mentoring college students effectively through academic transitions, as well as developmental perspectives of the students, faculty and professional staff. Students will demonstrate an appreciation of the forces that influence human diversity and issues impacting college student behavior.

Course Learning Outcomes: EPE 374
Upon successful completion of this course, students will:
1. Demonstrate knowledge of the theories associated with student development in higher education contexts as applied to historical, developmental and socio-cultural perspectives of mentoring college students
2. Identify methods and demonstrate ethics of inquiry that lead to social scientific knowledge in student development and cognitive development.
3. Develop a well-formulated research question pertinent to student development and mentoring and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question
4. Discuss the structure and organization of higher education and student development theories in general and the influences of mentoring on student transitions to college
5. Express knowledge/understanding of contemporary issues facing college students. Identify and use appropriate information resources to substantiate evidence-based claims
6. Demonstrate the ability to reflect on and learn from classroom instruction and activities, reading materials, including texts and journal articles, fellow students, community members, and demonstrate a clear understanding of how the social science discipline of student development influences college student success and ultimately society as a whole

Required Texts & Materials EPE 374

- Clifton, D., Anderson, E., and Schriener, L. (2006). *Strengths Quest*. Gallup Press, NY.
- Various assigned research articles.
- Active UK email account and the ability to use it regularly
- Course management system access for obtaining pertinent course documents and information

Course Structure

- Class meets twice weekly for 75 minutes each time.
- Students are also required to regularly participate in the class on line discussion.
- Some assignments require attendance at out of class events; plan accordingly.
- Students are encouraged to meet in small groups to research and review outside of class time.
- Cell phones need to be off or on silent mode during class, and use during class is prohibited.
- Students are responsible for their own learning. *Learning requires repeated exposures over time. Therefore, students should plan to spend at least one hour **every** day reading, researching, and writing outside of class time. Complete sections of the assigned work over the course of the week (daily) not just the night before class.*

Attendance

Attendance is essential to learning. Regular attendance will be taken and more than 3 absences will result in a deduction from the final grade (see Student Rights and Responsibilities guidelines http://www.uky.edu/StudentAffairs/Code/). If you have more than 3 absences please consider withdrawing from the course to take it at a better time when you are able to commit to coming to class.

- Attendance in class *and on line discussions participation* is expected. Course success is dependent upon participation and completion of in-class activities, projects, and on line discussions.
- If a student has a university accepted reason for an absence (see http://www.uky.edu/USC/agenda/20040209/5.2.4.2 Excused Absences.pdf), to be excused from class, the student must notify the course instructor *in advance*.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Class Polices & Expectations

1. Students are expected to arrive to class on time. Excessive tardiness will lead to the equivalent of an unexcused absence.
2. All cell phones should be turned off at the beginning of each class period. Ringing phones and text messaging are disruptive and rude. If your cell phone rings or you are text messaging during class, you will be asked to leave and counted absent.
3. As a responsible adult, you are expected to give your full, respectful attention to the instructor, guest-speakers, and/or classmates at all times during the class period. Any display of disrespectful and/or disruptive behavior and you will be warned once, and then asked to leave. If asked to leave, you will be considered absent for the day.
4. Assignments are due on the date indicated by the instructor in the syllabus. Any modifications to the syllabus will be provided in advance, and in writing. All assignments must be completed in order to receive a final grade in the course.

Academic Integrity

Plagiarism/cheating: Plagiarism is attempting to pass off others' work as your own, e.g. not citing information that is others' words, thoughts, or ideas – even if you paraphrase you need to note the source; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: http://www.uky.edu/Ombud/Plagiarism.pdf

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content

and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Assignments

During the semester, students' performance will be graded on in-class participation, on line discussion participation, research projects, written assignments, progress towards authentic capstone research project and in class presentation. Being present for all class activities is vital to student academic success. Students are expected to:
1.) Turn in all assignments on time
2.) Type all written assignments in the appropriate format as stated in assignment guidelines
3.) Cite sources using APA style, where appropriate, within written assignments and presentations

In general, extensions for assignments will **NOT** be given other than for *rare*, extenuating circumstances. However, for excused absences (as per UK policy), missed work may be made-up, as long as a student notifies the instructor in advance of the absence and provides documentation of an acceptable excuse for the day(s) in question. The extension will equal the duration of time the student was absent (ex: if absent one day, then the extension is one day).

Disabilities

Any student with a disability, who is taking this course and needs classroom or exam accommodations, should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu. All students must provide proof of the disability and the need for accommodations before services are rendered. This will usually be in the form of a psychological report or medical statement and the documentation must be signed by a qualified licensed psychiatrist, neuropsychologist, or relevantly trained medical physician.

Required Assignments:

On Line Discussion Postings:

While learning, it is important to process information through discussion in and outside of class. Time limits may not allow sufficient discussion in class; therefore discussion postings are the venue we will use to discuss what you are reading, researching and learning in class.
Parameters for discussion responses are as follows:
- Post your responses on time (due by 3:00 pm, start of class time, each Thursday)
- Express your thoughts in complete sentences using standard English grammar and punctuation
- Reference your comments in the text (cite pages from reading assignments that you refer to)
- Respond to others respectfully (you must _converse_ to discuss-so chat with each other, not just to the instructor)
- Provide genuine reflective comments and insights, thoughtful responses to readings, and contribute meaningful questions, impressions, or observations.

Film Review Assignment:

- Select one of the films on the list made available by the instructor (see Course Documents)

- View the film (may do this with others from the class)
- Write a reflective review of the film (individual assignment-not group)
  - o Focus on student development issues observed & identify barriers and attitudes related to cognitive development. Cite relevant research articles that relate to the issues in the film.
  - o Specific connections to class reading assignments and class discussion will improve your grade on the assignment
  - o Minimum 5 pages, typed, 12 point font, double spaced (must submit with cover page-not included in the 5 page minimum)
  - o Appropriate form and use of Standard English expected (complete sentences, accurate punctuation and grammar, etc.).
  - o Submit as a PDF document posted by 3:00pm on date due

Capstone Research Paper & Class Presentation Assignment: *Due on your pre-selected due

Research a topic of your choice related to student development, mentoring and your particular major field of study. Using APA citation style, conduct a literature review and write your analysis of the issues as an article or poster presentation that may be submitted for publication in an appropriate peer reviewed journal or proposed for a presentation at a professional conference. Present your paper to the class.
Present *both* of the following for full credit:
- Present on a topic you have researched that addresses societal or cultural change over time, cross-national comparisons, or power and resistance issues as they relate to the Deaf
- Post your research paper/article and Power Point to Blackboard *prior* to class presentation

Your Class Presentation <u>must be well planned and rehearsed</u>, adhere to the time limit (15 minutes) and will be assessed according to a rubric with feedback from all class members. Class evaluations of the presentations will be factored into the instructor's grading process. ***Presentations will be video recorded.***
Class members may earn extra credit by submitting the paper or poster to a relevant professional conference or peer-reviewed publication.

Mid-term grades: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Grading Scale:

90 points	30 class meetings-attendance required, *participation during class required
10 points	Pop quizzes
150 points	15 active and insightful discussion responses on line
150 points	1 Mid-Term Exam
200 points	Film Review written assignment
300 points	Showcase Presentation
400 points	Research Paper and class presentation
200 points	Final Exam

Total: 1500 points possible

A	90-100%	[1350-1500 points]
B	80-89%	[1200-1349 points]
C	70-79%	[1050-1199 points]
D	60-69%	[900-1049 points]
E	<59%	[<899 points]

Theories of College Student Development and Mentoring: EPE 374 Fall 2014 – Course Schedule

Date	Core Content Topics	Assignments
Thurs. Aug. 27	Introduction	
Tues. Sept. 2	What is Peer Assisted Learning?: History of PAL	
Thurs. Sept. 4	What is Peer Assisted Learning?: Benefits of PAL	*Online Discussion Due.*
Tues. Sept. 9	Student Development Theory: Overview and Connection to PAL	
Thurs. Sept. 11	Student Development Theory: The First Year of College	*Online Discussion Due.*
Tues. Sept. 16	Student Development Theory: Psychosocial Theories	
Thurs. Sept. 18	Student Development Theory: Identity Development and Diversity	*Online Discussion Due.*
Tues. Sept. 23	History of Higher Education	
Thurs. Sept. 25	Organization and Administration of Co-Curricular Support	*Online Discussion Due.*
Tues. Sept. 30	History of Higher Education	**Film/Literature Review Assignment Due.**
Thurs. Oct. 2	Organization and Administration of Co-Curricular Support	*Online Discussion Due.*
Tues. Oct. 7	Structure of Higher Education	
Thurs. Oct. 9	Structure of Higher Education: Peer Educators/Mentors	*Online Discussion Due.*
Tues. Oct. 14	Peer Leadership: Peer Leadership Programs – Benefits	

Date	Topic	Midterm Exam/Assignment
Thurs. Oct. 16	Academic Support Through Peer Education	Midterm Exam/Assignment
Tues. Oct. 21	Current Issues: Integrating Technology into Peer Assisted Learning	
Thurs. Oct. 23	Architecture and Blue Print of Peer Leader Programs	*Online Discussion Due.*
Tues. Oct. 28	Current Issues: Student Transition (Academic and Social)	
Thurs. Oct. 30	Cognitive Development: Intellectual Scheme and Ethical Development: Perry	*Online Discussion Due.*
Tue. Nov. 4	Ethics and Peer Assisted Learning	
Thurs. Nov. 6	Ethics and Peer Assisted Learning	*Online Discussion Due.*
Tues. Nov. 11	Cognitive Development: Moral Reasoning and Reflective Judgment Model	
Thurs. Nov. 13	Cognitive Development: Applying Theory	*Online Discussion Due.*
Tues. Nov. 18	Practical use of Peer Educator Concepts and Tools	
Thurs. Nov. 20	Evaluation and Assessment Models	*Online Discussion Due.*
Tues. Nov. 25	Evaluation and Assessment Models	
Thurs. Nov. 27	Thanksgiving Holiday	
Tues. Dec. 2	Review/Wrap Up	*Final Online Discussion Due.*
Thurs. Dec. 4	Final Presentations	**Capstone Research Paper/Presentation**
Tues. Dec. 9	Final Presentations	**Capstone Research Paper/Presentation**
Thurs. Dec. 11	Final Presentations	**Capstone Research Paper/Presentation**

Finals Week