

UAlbany Peer Educator Program

EAPS 456 and 457 are 3-credit classes designed to support education learning and practice in a variety of peer education settings. Learning outcomes include:

- In depth knowledge of a particular subject matter or discipline through teaching, tutoring, and mentoring.
- Knowledge of the research, roles, ethics, professionalism and challenges of peer education
- Knowledge and practice of peer education in higher educational settings
- Knowledge of higher educational issues of student persistence, student success, new student transitions, higher education demographics and challenges
- Effective interpersonal communication skills for interacting with undergraduate students in a variety of peer educator settings

Course pre- and co-requisites:

EAPS 456 and 457 are designed for excellent upper-division students to support teaching, tutoring and mentoring of lower-division students in academic and support offices at UAlbany. Students are expected to be looking to assume roles of responsibility and leadership in supporting other students and to demonstrate high standards for academic accomplishment, knowledge of and respect for the University's resources, policies and procedures. Students should have a 3.3 GPA in the relevant academic area or prior course work (unless home department or office specifies otherwise), be in good standing, and must meet other criteria from their home department as deemed appropriate. Students must be endorsed by their home department and must have a peer educator placement in that home department while enrolled in EAPS 456/457. ****Please note if the student GPA is below a 3.3, a letter of support from the supervisor/faculty member and an essay from the student indicating why he/she should be in the program are required***

Home Department Work:

In general, Peer Educators will spend approximately 2/3 of their time or approx. 6-8 hours/week of interaction in preparation for and working with the designated peer group. Students will be involved in at least two of the following items as defined by their home department:

- Attendance/Lab support in departmental-paired course
- Presentation(s) and/or research in departmental-paired course
- Classroom Preparation/Lesson Planning in departmental-paired course
- Office Hours in departmental-paired course
- Tutoring in departmental-paired course
- Peer Coaching or Review in departmental-paired course
- Discussion Sessions in departmental-paired course
- Workshop creation, development or facilitation for on-campus office
- Mandatory minimum measurable time spent in contact with students in departmental-paired course or for on-campus office
- Other as defined by both the EAPS instructor and the department faculty but with a mandatory minimum number of hours specified

EAPS 456/457 Work:

Peer Educators will spend approximately 1/3 of their time or approx. 30 hours during the semester in EAPS class and doing class-related work/research along with other peer educators and their EAPS faculty. We encourage you to talk to your Peer Educator about their learning!

Grading:

Peer Educators will be graded by their EAPS professor. However, 50% of their grade will be based on their performance in their home department assignment. Therefore, feedback from their Peer Educator “Supervisor” will be required (see form attached). It is requested that this be submitted to the EAPS instructor no later than Reading Day.

Home Department Support:

Peer Educators must have appropriate home department support. It is recommended that the following be discussed between the Peer Educator and the Home Department Supervisor prior to the start of the Peer Educator’s work:

- How will the Home Department Supervisor communicate the Peer Educator’s role to the class, the department, and those with whom the Peer Educator will be working?
 - Their status and role comes from the Supervisor so clear and frequent communication is needed from the Home Department Supervisor.
- How will you be mentoring and providing feedback to your Peer Educator? While they will be providing a vital and unique learning opportunity to undergraduate students, they too need support.
 - It is recommended that Peer Educators and Home Department Supervisors meet face-to-face at least once a month and touch base via e-mail more frequently (weekly).
 - Home Department Supervisors will be invited and encouraged to attend one meeting with peer educators and EAPS faculty at about the 3rd week of the semester.
- If supporting a class,
 - How often should the Peer Educator attend class? (Time attending class should be included in the weekly number of hours worked by the Peer Educator.)
 - Where will the Peer Educator meet with students?
 - How will the Peer Educator know about homework assignments, tests, quizzes, etc.? (Time preparing for tutoring or grading should be included in the weekly number of hours worked by the Peer Educator.)
 - Can/should the Peer Educator have a copy of the class text book and readings?
 - Can/should the Peer Educator have access to BLS?

Peer Educator Learning Agreement (LA)

Please return to Christy Smith (ED 211 or csmith2@albany.edu)

On-Site Supervisor/Faculty Name: _____
Supervisor/Faculty Email: _____
Student Name: _____
Student Email: _____
Course/Office being supported by Peer Educator: _____
Class #: _____
Semester: _____
Has the student taken EAPS 487 or 456 before? _____
Student overall GPA _____

***Please note if the student GPA is below a 3.3, a letter of support from the supervisor/faculty member and an essay from the student indicating why he/she should be in the program are required**

On-Site Supervisor Responsibilities

The Student Engagement office greatly appreciates your participation in our undergraduate peer educator program. Your role is integral to the student's experience and success.

As an On-Site Supervisor, I agree to:

- Clearly discuss the requirements of the peer educator role with the student;
- Work with the student to complete on-site goals, duties, and learning objectives;
- Provide ongoing supervision and feedback to the student on his/her performance;
- Talk with the EAPS 456/457 professor as needed;
- Provide an evaluation of the student's performance and attitude to the EAPS 456/457 professor.

Description of Duties in Home Dept. (Please include at least two specific duties – see back of this form for options.)	Description of work in EAPS class
1.	Attend all classes of EAPS 456/457 as indicated in syllabus
2.	Post progress reports on BLS as indicated in syllabus
3.	Perform all work/reading/research assignments as indicated in syllabus
4.	
5.	
6.	

On-Site Supervisor Signature:

Student Signature:

Date:

Date:

EAPS 456/457 – Institute in Education

Faculty Feedback Form

Please provide feedback on your Peer Educator. Note: 50% of your peer educator's grade is based on the work performed with you. This feedback will be used to help determine their final grade in EAPS 456/457. Please submit to the EAPS 456/457 professor at the end of the semester.

Peer Educator: _____

Faculty Supervisor: _____

5=Excellent; considerable above expectations for an undergraduate peer educator
4=Very Good; above expectations for an undergraduate peer educator
3=Average; met expectations for an undergraduate peer educator
2=Below Expectations; did not meet expectations for an undergraduate peer educator
1=Poor; well below expectations for an undergraduate peer educator
NA=Not applicable; doesn't apply to work my undergraduate peer educator was doing.

	5	4	3	2	1	NA
Content Knowledge						
▪ Provided accurate information (5)						
▪ Contributed to class discussions (5)						
▪ Contributed to student learning/success (5)						
Total (out of 15) : ____						
Professionalism						
▪ Communication with students (5)						
▪ Communication with professors/staff (5)						
▪ Role model for other students (5)						
Total (out of 15) : ____						
Work Ethic						
▪ Problem-solving ability (5)						
▪ Creativity – contributed ideas to class, projects, and/or assigned duties (5)						
▪ On time and reliable (5)						
▪ Hourly commitment to home department (5)						
Total (out of 20) : ____						
Total Points (out of 50): ____						

Please provide any additional feedback on your peer educator that you feel is important and should be considered when determining their grade for EAPS 456/457.

Thank you for being a part of this program. We appreciate your willingness to work to enhance undergraduate education and academic engagement.

Please provide your feedback on EAPS 456/457. *Note: this information will be used to improve the course and will not be considered when grading your peer educator.*

5=Strongly Agree with this statement
 4=Agree with this statement
 3=Neither Agree nor Disagree with this statement
 2=Disagree with this statement
 1=Strongly Disagree with this statement

	5	4	3	2	1
Having a peer educator enhanced my class or my work overall					
Having a peer educator benefited my department					
I would work with a peer educator again					
I would recommend working with a peer educator to others in my department					
I would recommend working with a peer educator to other departments					

Please provide any additional feedback on your peer education experience that will help us improve the peer education program at UAlbany.
