I. COURSE: EDHE 505: Student Coaching and Mentoring in Higher Education The development of effective student coaching and peer mentoring strategies to promote student development and success. (3 credits)

INSTRUCTOR:
Office: E-mail Address:
Phone: Office Hours: By Appointment.

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare graduates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes / Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)

2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)

3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning.

4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)

5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Teacher Education

1. Thinking and Problem Solving (M)

2. Equality and Respect for Diversity (m)

3. Appropriate Teaching Strategies (M)

4. Communication and Cooperation (M)

5. Human Development and Curriculum (M)

6. Esteem, Autonomy, and Lifelong Learning (M)

7. Relevance: Social and Global (m)

8. Supervision, Management, and Guidance (m)

Educational Leadership

1. Theoretical and Research Foundations (m)

2. Leadership Skills (M)

3. Management Skills (M)

4. Professionalism (m)

Counselor Education

1. Professional Identity (M)

2. Social and Cultural Diversity (M)

3. Human Growth and Development (M)

4. Career Development (M)

5. Helping Relationships (M)

6. Group Work (m)

7. Assessment (M)

8. Research and Program Evaluation (m)
IV. REFERENCES
A. Required Texts


B. Recommended Texts


C. Assigned Readings

Students are expected to read the material assigned for each module (see course outline). Students are also expected to maintain access to and use all course materials provided through Blackboard. Additional readings may be assigned and/or posted to Blackboard throughout the semester. The course readings are in a variety of formats designed to cover an array of interests.

V. PURPOSE & STRUCTURE OF THE COURSE

This course is designed to help students become effective coaches and mentors in a higher education setting. Students will be assigned one or more student mentees to assist with their college transitions and/or journeys. Through weekly sessions with their mentees, students will apply course content with practice-based opportunities for coaching and mentoring, thereby enhancing their relationship-building and communication skills along with their knowledge and understanding of key advising/mentoring strategies and role modeling traits.

VI. COURSE OBJECTIVES

In fulfilling the requirements of this course, students will:

- Acquire knowledge concerning programs and support services available at the University of Mississippi.
- Gain knowledge of study skills and life skills strategies.
- Develop skills in designing, building & maintaining a plan for academic success for themselves and for their mentees.
- Learn how to be effective communicators.
- Learn about important do’s and don’ts to the peer mentoring process.
- Learn how to establish and maintain professional relationships.
- Practice being effective role models.
- Assist peers with learning effective study behaviors.
- Develop an awareness of and appreciation for different learning strategies, choices, and behaviors that contribute to student success.
<table>
<thead>
<tr>
<th>SEMESTER TIMELINE</th>
<th>READINGS from Required Text(s) *Additional readings may also be assigned. See Blackboard.</th>
<th>WEEKLY ASSIGNMENTS *All assignments are due weekly on Friday / 5pm CT.</th>
</tr>
</thead>
</table>
| Week 1            | PMC Reading: Chapter 1  
ASC Reading: pp. 1-5, 74-77                                                                     | Journal 1                                                           |
| Week 2            | PMC Reading: Chapter 8  
ASC Reading: pp. 6-11  
Dr. Carol Dweck’s video on Growth Mindset: [https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/discussion](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/discussion) | HW: Semester at a Glance Worksheet  
Journal 2 & Notes Due                                                  |
| Week 3            | PMC Reading: Chapter 2  
ASC Reading: pp. 12-14, 16-19  
Pomodoro Technique (Video): [https://www.youtube.com/watch?v=mNBmG24djoY](https://www.youtube.com/watch?v=mNBmG24djoY) | HW: GPA Calculator  
Journal 3 & Notes Due                                                  |
| Week 4            | PMC Reading: Chapter 3  
ASC Reading: p. 16-19, 48-51                                                                     | HW: Time Monitoring Worksheet  
Journal 4 & Notes Due                                                  |
| Week 5            | PMC Reading: Chapter 4  
ASC Reading: pp. 20-35                                                                            | HW: Cornell Notes  
Journal 5 & Notes Due                                                  |
| Week 6            | PMC Reading: Chapters 5, 6  
ASC Reading: pp. 38-43  
Test Taking Strategies – Study Tips & Test Anxiety (Video): [https://www.youtube.com/watch?v=6w8CH1eYdi4](https://www.youtube.com/watch?v=6w8CH1eYdi4) | HW: Mind Map  
Journal 6 & Notes Due                                                  |
| Week 7            | PMC Reading: Tape 2 Due  
ASC Reading: pp. 62-66  
10 Influential Memory Theories (Article): [https://www.psychologistworld.com/memory/influential-memory-psychology-studies-experiments](https://www.psychologistworld.com/memory/influential-memory-psychology-studies-experiments) | HW: Test Prep-Study Guide  
Midterm Exam                                                            |
| Week 8  | PMC Reading: Chapter 7  
|         | ASC Reading: pp. 44-45  
|         | Journal 7 & Notes Due  |
| Week 9  | PMC Reading: Chapter 9  
|         | ASC Reading: pp. 68-70  
|         | 15 Ways to Motivate Yourself and Others (Article):  
|         | https://time.com/4262774/motivation-ways/  
|         | HW: SQ4R  
|         | Journal 8 & Notes Due  |
| Week 10 | PMC Reading: Chapter 10  
|         | ASC Reading: pp. 71-73  
|         | Building Better Mental Health (Article):  
|         | https://www.helpguide.org/articles/mental-health/building-better-mental-health.htm  
|         | HW: Learning and Study Strategies Inventory (LASSI)  
|         | Journal 9 & Notes Due  |
| Week 11 | PMC Reading: Academic Advising – Material Provided by the Instructor  
|         | ASC Reading: pp. 36-37  
|         | HW: Study Sanctuaries Worksheet  
|         | Journal 10 & Notes Due  |
| Week 12 | PMC Reading: Chapters 11 & 12  
|         | ASC Reading: pp. 52-55  
|         | HW: Test Analysis - Levels of Learning  
|         | Class Presentations & Notes Due  |
| Week 13 | PMC Reading: None  
|         | ASC Reading: pp. 19 & 57  
|         | HW: Re-Writing Your Story Worksheet  
|         | End of Semester Survey & Notes Due  |
| No Class| Thanksgiving Break  |
| Week 14| **Final Exam**  |
VII. COURSE REQUIREMENTS, POLICIES & EVALUATION PROCEDURES

A. Course Requirements

Your course grade will be based on the following:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Course Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>280 Points</td>
</tr>
<tr>
<td>Study Skills Assignments</td>
<td>140 Points</td>
</tr>
<tr>
<td>Mentor Meeting Notes</td>
<td>110 Points</td>
</tr>
<tr>
<td>Midterm and Final Exam</td>
<td>100 Points</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>75 Points</td>
</tr>
</tbody>
</table>

**TOTAL 705 Points**

Submission deadlines for all projects and assignments are listed in the course outline. Late assignments will not be accepted for credit without instructor’s approval. This includes late submissions due to absenteeism. All assignments should be uploaded to the appropriate assignment area in Blackboard. The various course requirements are as follows:

**Attendance & Participation (280 Points)**
- Students must commit to attending each and every class, along with participating in classroom discussions (20 points each week).

**Weekly Study Skills Assignments (140 Points)**
- Students must complete weekly study skills assignments (10 points each week).

**Mentor Meeting Notes (110 Points)**
- Students must take weekly notes on their mentor meetings. A template will be provided for these notes in Blackboard (10 points each week).

**Midterm and Final Exam (100 Points)**
- Students will take a midterm and a final exam which will consist of mid-semester and end-of-semester self-analyses and reflective evaluations of their developed skills (50 points each).

**Practical Experience (75 Points)**
- Students must complete 20 hours of practical experience over the semester. This involves meeting with assigned mentees on average for roughly two hours per week.

B. Assessment Procedure

As noted, your course grade will be based on the following: attendance and participation (280 points, 20 points each week); weekly study skills assignments (140 points, 10 points each); mentor meeting notes (110 points, 10 points each); midterm and final exams (100 points, 50 points each); and practical experience (75 points). Final grades will be computed based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>624 – 705</td>
</tr>
<tr>
<td>B</td>
<td>544 – 623.9</td>
</tr>
<tr>
<td>C</td>
<td>463 – 543.9</td>
</tr>
<tr>
<td>D</td>
<td>383 – 462.9</td>
</tr>
<tr>
<td>F</td>
<td>0 – 382.9</td>
</tr>
</tbody>
</table>
C. Field Experience and Clinical Practice

Students must complete 20 hours of practical experience over the semester. This involves meeting with assigned mentees on average for roughly two hours per week. NOTE: Mentees may be student enrollees in designated EDHE courses or approved student organizations and/or programs.

D. Instructional Strategies

The course will include presentations, reflective learning activities, discussions, and a practicum experience.

E. Attendance Policy

Active participation and attendance is expected. Communication with the instructor regarding a course absence is required in advance, with the exception of emergencies. This course is designed with weekly mechanisms in place to encourage active participation and student engagement. The formal weeks are listed on the course outline presented within this syllabus. As the student, you are solely responsible for checking updates related to the course outline and ensuring full participation and attendance. Unapproved absences and/or non-participation in course activities may result in a student being dropped from the course or a failing grade. See the University of Mississippi’s policy on Credits and Grades for more information: http://catalog.olemiss.edu/academics/regulations/credit. In case of an anticipated absence, such as military deployment, contact the instructor in advance (to the extent possible).

F. Policies Related to Students with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Once a student contacts the Office of Student Disability Services, someone from that office will contact the instructor of this class. The instructor will then work with the student so that reasonable accommodations of any disability can be made.

VIII. SPECIAL CONSIDERATIONS

A. Recommended Reading List

None.

B. Required Reading List

None.

C. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current University policies: https://catalog.olemiss.edu/academics/regulations/conduct.

Plagiarism will not be tolerated.

As indicated in The Creed, every member of the University community is charged with upholding high standards of honesty and fairness in all academic matters. Any action that is contrary to these standards is
subject to academic discipline, as are actions that are harmful to the facilities that support the academic environment. Mutual respect and fairness are the basis of the instructor-candidate relationship at The University of Mississippi. The Creed may be found at the following website: http://www.olemiss.edu/info/creed.html.

Honesty and fairness are essential elements of the academic environment of The University of Mississippi. If either principle is diminished, the academic experience is devalued. In addition, it is important to recognize that applications for graduate and professional school, and applications for employment and professional licenses, frequently require the applicant to state whether he or she has been found guilty of academic dishonesty. Accordingly, academic dishonesty is taken seriously at The University of Mississippi.

The complete University Academic Discipline Policy (ACA.AR.600.001 Student Academic Conduct and Discipline) may be found in the University’s online policy directory through the following link on the University’s website: https://policies.olemiss.edu/ShowDetails.jsp?ismParag=1&policyObject=10817696. Academic misconduct is grounds for failing the particular assignment(s) involved and/or the course and will be reported through the Academic Discipline System.

D. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.