I. Catalog Description and Credit Hours: Introduction to the community service field with emphasis on peer and youth mentoring programs. Focus on successful mentoring skills and exploration of mentoring programs. (3 credit hours)

II. Co/Prerequisites: None

III. Course Objectives:
Upon completion of this course, the student will be able to:
A. Discuss the history and development of community service and volunteerism in the United States.
B. Identify factors and processes critical to the successful design and administration of a mentoring program.
C. Develop and explain a conceptual definition of the role of mentoring within the larger realm of community service.
D. Examine, interpret and synthesize the various models of community-based/school-based mentoring programs and recognize the advantages and disadvantages of each model and analyze the appropriateness of each to various settings.
E. Summarize and compare the benefits of mentoring programs for mentors and mentees in successful mentoring programs.
F. Identify the physical, mental, social and emotional stages of youth and student development and describe their importance to the mentoring process.
G. Demonstrate the interpersonal skills and behavior necessary to foster a positive mentor/mentee relationship through application of the skills and information gained in class to the community setting in a mentoring relationship.

IV. Student Learning Outcomes
A. The student will identify community service and volunteerism in the United States.
B. The student will identify and explain various models of community-based/school-based mentoring programs and recognize the advantages and disadvantages of each model and analyze the appropriateness of each to various settings.
C. The student will identify the physical, mental, social and emotional stages of youth and student development and describe their importance to the mentoring process.

V. Expectations of Students:
A. Each student will participate actively in class discussions.
B. Each student will complete course assignments and examinations.
C. Each student will participate in a mentoring relationship with a youth from the local community.
D. Each student will maintain a reflective journal throughout the semester as well as complete a reflective paper on the mentoring experience.

VI. Course Content:
A. Basic Concepts of Mentoring
   1. History of Community Service and Volunteerism in the United States
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2. Foundations of Mentoring Programs  
   a. Major U.S. Organizations Administering Programs  
   b. Program Models  
   c. Appropriateness for Various Settings  
3. American Youth  
   a. Social, Emotional, Physical, and Mental Aspects of Youth Development  
   b. Characteristics and Needs of Troubled, At-Risk, and Accelerated Youth  
   c. Internal and External Societal Pressures  
4. Impact of Peers and Peer Groups  
5. Impact of Mentoring Programs  
   a. Evaluation and Assessment Research  
   b. Benefits to Mentor/Mentee

B. Exploration and Development of Mentoring Skills  
   1. Leadership Development  
      a. Leadership Theories and Styles  
      b. Leadership and Human Development  
      c. Leadership and College Student Development  
   2. Interpersonal Communication  
      a. Listening  
      b. Barriers to Communication  
      c. Intercultural and Intergender Communication  
   3. Facilitation and Processing of Activity  
      a. Presentation of Activity  
      b. Debriefing of Activity  
   4. Developing Supportive Mentoring Relationships  
      a. Being a Role Model  
      b. Motivation and Feedback  
      c. Self-Efficacy and Locus of Control

C. Administration of Mentoring Programs  
   1. Management of Volunteers  
      a. Organizational Behavior of Unpaid Workers  
      b. Recruitment and Screening  
      c. Risk Management: Assessment and Control  
   2. Design and Administration of Training Program  
      a. Adapting Program to Setting and Model  
      b. Ongoing Training and Development  
   3. Motivation and Recognition Methods  
   4. Assessment and Evaluation of Program  
      a. Methods of Assessment  
      b. Outcomes and Benefits

D. Emerging Issues in Volunteerism and Mentoring  

Total: 45 Hours

Signature: ___________________________________________  Date:___________________  
Chair

Signature: ___________________________________________  Date:___________________  
Dean
Course Description: Introduction to the community service field with emphasis on peer and youth mentoring programs. Focus on successful mentoring skills and exploration of mentoring programs.

Credit Hours: 3 lecture hours

Questions, comments or requests regarding this course or program should be taken to the instructor. Unanswered questions or unresolved issues involving this class may be taken to <Department Chair> in <Department Office Location>.


Course Objectives:
Upon completion of this course, the student will be able to:
A. Discuss the history and development of community service and volunteerism in the United States.
B. Identify factors and processes critical to the successful design and administration of a mentoring program.
C. Develop and explain a conceptual definition of the role of mentoring within the larger realm of community service.
D. Examine, interpret and synthesize the various models of community-based/school-based mentoring programs and recognize the advantages and disadvantages of each model and analyze the appropriateness of each to various settings.
E. Summarize and compare the benefits of mentoring programs for mentors and mentees in successful mentoring programs.
F. Identify the physical, mental, social and emotional stages of youth and student development and describe their importance to the mentoring process.
G. Demonstrate the interpersonal skills and behavior necessary to foster a positive mentor/mentee relationship through application of the skills and information gained in class to the community setting in a mentoring relationship.

Student Learning Outcomes:
A. The student will identify community service and volunteerism in the United States.
B. The student will identify and explain various models of community-based/school-based mentoring programs and recognize the advantages and disadvantages of each model and analyze the appropriateness of each to various settings.
C. The student will identify the physical, mental, social and emotional stages of youth and student development and describe their importance to the mentoring process.
Course Content:
August 24-September 2
Basic Concepts of Mentoring
  History of Community Service and Volunteerism in the United States
  Foundations of Mentoring Programs
  American Youth
  Impact of Peers and Peer Groups
  Impact of Mentoring Programs
  Evaluation and Assessment Research
  Benefits to Mentor/Mentee

September 4- October 19
Exploration and Development of Mentoring Skills
  Leadership Development
  Interpersonal Communication
  Facilitation and Processing of Activity
  Developing Supportive Mentoring Relationships

October 21-November 30
Administration of Mentoring Programs
  Management of Volunteers
  Design and Administration of Training Program
  Motivation and Recognition Methods
  Assessment and Evaluation of Program

December 2-December 11
Emerging Issues in Volunteerism and Mentoring

Basis for Student Evaluation:
A. Class Participation 10%
B. Volunteer Mentoring Project 25%
C. Examinations
   1. Midterm 15%
   2. Final 20%
D. Journal 15%
E. Reflection Paper 15%

100%

A=90-100%  360-400 pts
B=80-89%  320-359 pts
C=70-79%  280-319 pts
D=60-69%  240-279 pts
F=0-59%  <240 pts.

Exam Dates: October 14, December 16 All class meetings and exams will be conducted in the classroom (PE 210)

Academic Policy Statement
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to http://www6.semo.edu/judaffairs/code.html.
Student with Disabilities Statement
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to http://www.semo.edu/ds.

Civility and Harassment
All students are entitled to an educational experience in a setting where there exists a shared sense of respect between the students and instructor. All students and the instructor should strive to create an atmosphere in which all are felt welcome and open and honest discussion can and will be tolerated.