![CRLA International Peer Educator Training Program Certification]

Standards,
Outcomes, and Assessments
Guidance for
Peer Educator Training Programs
Level 1

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Foreword by Roberta Schotka, CRLA Certifications Director

It is with great pleasure and pride that I share with you this first edition of the International Peer Educator Training Program Standards, Outcomes, and Assessments (SOAs) with Guidance for Level 1 CRLA certification. The information contained within this document is a companion piece to the updated and revised Level 1 IPTPC certification requirements and application for college and university peer educator training programs.

Based in part on the accolades received from the higher education community in response to CRLA's International Tutor Training Program Certification launched in 1989, and the overwhelming interest in a similar set of criteria for peer mentors, CRLA created the International Mentor Training Program Certification (IMTPC) in 1998.

In 2019, IMTPC was renamed the International Peer Educator Training Program Certification (IPTPC) to acknowledge the long -standing inclusion of peer coach and SI Leader certification and the addition of the broad-based category of "classroom leader" and other related student leader positions seeking CRLA training program certification.

The recognition that college-level peer educator programs offer a unique opportunity for personal growth and psycho-social development that parallels the college student's increasing independence and autonomy as they move from first year student towards graduation, holds a unique place in the paradigm of peer-to-peer learning and contributes so much to the remarkable growth that takes place during one's undergraduate career both as a student-practitioner and a student-client.

Beginning in 2018, the IPTPC and ITTPC certifications team, which I have the honor to spearhead in conjunction with my colleagues Mike Saenz and Ashley Lewis for IPTPC and Shawn O'Neil and Samantha Trumble for ITTPC, embarked on a project to examine and compare the certification requirements and application processes for IPTPC and ITTPC. Our goal was to identify similarities between the two sets of requirements, streamline the application process for both programs by eliminating non-essential and redundant questions and identify a "common core" of training topics that are applicable to either program, yet flexible enough to honor the unique characteristics that form the basis for training within each of the two distinct areas. Throughout the five-year project we wanted to underscore our core belief that Peer Tutor and Peer Educator programs and thus their corresponding training programs, share many characteristics and yet they remain two distinct programs with unique characteristics, philosophies and practices.

As part of this work, we gathered input from our current and past certifications reviewers, dozens of program coordinators, directors, conference and Summer Institutes attendees, and numerous practitioners. We wanted to create a comprehensive overview of both peer educator and tutor training topics that reflects both the historical underpinnings and the emerging trends across all types of colleges and universities. CRLA launched the 2nd edition of the [CRLA International Tutor Training Program Certification Standards, Outcomes and Assessments, with Expanded Guidance for Developing and Implementing Tutor Training Programs](#) in May, 2021.

Today we are delighted to share the updated IPTPC website, the newly revised application requirements and this 1st edition of the Standards, Outcomes, and Assessments (SOAs) with Guidance for Developing and Implementing Peer Educator Training Programs.

Over the coming months we will add Levels 2 and 3 of these SOAs as we continue to explore the richness of the field and the impact that our collective work has on the many students we have the privilege to meet along their journey through higher education.

We look forward to your contributions to this work in progress. Please reach out to us if you would like to share your time, share your ideas, share your research.

Best,

Roberta Schotka

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General Information

What is a Peer Educator?

The term *peer educator* is a comprehensive term used to describe all types of peer-helping-peer paraprofessional positions on college and university campuses. Examples of students serving in positions of peer education include, but are not limited to, the following examples:

- peer mentors
- peer facilitators
- Supplemental Instruction leaders
- peer academic coaches
- peer advisors
- residence hall advisors
- peer counselors

What are the requirements for IPTPC Certification?

Peer Educator programs seeking CRLA certification must ensure that their program has policies and procedures in place that adhere to the following CRLA guidelines:

Selection:

1. Trainees accepted into the IPTPC program must meet the minimum grade point average set by the program.
2. Trainees accepted into the IPTPC program must submit a recommendation from a knowledgeable other who can attest to their character and potential to serve as a peer educator.
3. Trainees accepted into the IPTPC program must participate in an interview wherein the scope and duties of the role are discussed in detail.

Training:

1. The program must include a minimum of 10 hours of training at each level of certification.
2. The program must include a minimum of 10 CRLA recommended topics at each level of certification.

3. The program must include a minimum of 30 minutes devoted to each recommended CRLA topic.
4. The program must include a minimum of 5 hours of TIS (trainer-led, interactive and synchronous) training model for each level of certification.
5. The program's training topics must be selected from each of the 5 categories as outlined by CRLA.
6. The program's structure must be such that the certification levels are sequential, therefore trainees must complete all components of one level prior to moving on to the next higher level of training.

Experience

1. The program will ensure that each trainee completes a minimum of 25 hours of direct, job-related work with students at each level of certification.
2. The program may allow trainees who have completed their initial training to begin working with students concurrent with the remainder of their training at that level.
3. The program will ensure that when each trainee begins training at the next level of certification, their time accrued working with students begins again, and cannot be carried over from a previous level of certification/training.

Evaluation

1. The program will ensure that the evaluation process is clearly explained and introduced to trainees early in the on-boarding and training cycle.
2. The program will make every effort to schedule an informal "check-in" evaluation with each new peer educator to occur several weeks into the peer educator's employment.
3. The program will schedule a formal evaluation at the end of the semester or year depending on when they have completed training and accrued a significant number of work hours.
4. The program will ensure that the results of the evaluation are shared with the peer educator, ideally in written format, with an opportunity for the peer educator to respond in writing.
5. The program will make every effort to practice a 360° approach, which includes incorporating feedback from the peer educator's self-evaluation, student evaluations, supervisor evaluation and, where applicable, faculty and staff and/or fellow peer educator evaluations into the overall evaluation process.

What are Standards, Outcomes and Assessments (SOAs)?

Standards for Peer Educator Training
Standards are broad statements that identify the expected behavior or characteristic of a peer educator.

Outcomes for Peer Educator Training
Outcomes are specific knowledge and skills peer educators should demonstrate that reflect

successful understanding and implementation of the standard.

Possible Assessments

The Possible Assessments section found for each topic describes how you might evaluate your peer educators and thus measure the effectiveness of your training in meeting the intended outcome. The most effective training assessment strategies include both formative and summative evaluations, which, when used together, can help you determine whether your training results in a specific set of attitudes, behaviors, and skill sets during and immediately after training as well as in the long-term.

Assessment is your evaluation process and needs to be specific and clearly evidenced; the ideas listed in this document are meant to be a starting place to consider assessment. CRLA does not specify a particular assessment, rather we offer suggested assessments that you may use as they are presented, or modify them to meet your program needs. Both formative and summative assessments must occur on a regular basis.

What does Certification Require in terms of SOAs?

Certified programs design their training programs to meet the standards and outcomes provided in this document for the minimum number of IPTPC topics they select for their specific program, as discussed above.

Who Trains the Peer Educators?

CRLA does not require any formal credentials for the Peer Educator trainers. We do expect trainers to have direct involvement in the Peer Educator program as the Executive Director, Director, Assistant Director, Trainer, or any other qualified staff member of that program who is knowledgeable in the theories and best practices related to the specific peer educator role they are supporting.

Peer educators who have successfully completed Level 2 certification may assist you in the delivery of Level 1 training, but cannot do so independently and must be directly supervised and monitored by a program staff member at all times. Peer educators who are in the process of completing Level 3 certification training may assist in the development of training content for Level 1 and 2 trainees, but must be directly supervised by a program staff member who is responsible for reviewing and approving all content that they have developed and directly supervising the delivery of said content if you choose to have them assist in the delivery of training.

Can Guest Speakers Deliver Some of the Training?

Yes. If you would like to include guest speakers in your peer educator training and count that time towards the minimum requirement, you will need to make sure the content of their presentation is directly related to the work of your peer educators and includes a pre- and post-presentation discussion that relates the information to the role of the peer educator.

Required and Recommended Topics for Peer Educator Training

Level 1 Training Topics:

Category:	Select at least:	Topics:
Basics	4	● Administrative Policies, Record Keeping and Reporting* ● Conducting a Successful Session ● Role of the Peer educator ● Peer Educator Do's and Don'ts
Communication	2	● Active Listening and Responding* ● Communication Styles* ● Question Asking Strategies ● Peer Educator Conversations
Learning or Studying	2	● Advanced Study Skills* ● Course and Syllabus Analysis* ● Goal Setting and Planning* ● Learning Theories in Academic Support Services* ● Time Management for Peer educators and students* ● Use of Graphic Organizers*
Ethics and Equity	1	● Compliance with the Privacy Act (FERPA)* ● Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism)* ● Title IX and/or Sexual Harassment*

Electives	1	- Institutional Policies and Procedures* - Modeling Problem Solving* - Practical Applications of Contemporary Research in the Field* - Substitution of One Topic from Level 2 or 3 - Other Topic based on Institutional and/or Programmatic Need

Level 2 Training Topics:

Category:	Select at least:	Topics:
Basics	**Review + 2**	- Review of Level 1 topics (required) - Challenging Job Situations - Establishing Boundaries - Motivational Techniques - Peer Educator in Subject Areas and/or Specific Skills - Use of Probing Questions*
Communication	**2**	- Giving Constructive Feedback - Intercultural Communication* - Role Modeling - Team Building - Working with Faculty/Staff* - Working with Specific Populations*
Learning or Studying	**3**	- Assessing and/or Changing Study Behaviors - Assessing Tutee's Needs - Critical Thinking Skills - Memory and Retrieval* - Note Taking in the Disciplines* - Stress Management*
Ethics and Equity	**1**	- Gender Identity* - Leveraging Student Information for Academic Progress* - Race, Class, and Privilege* - Universal Design for Learning*

Electives	1	● Using Self Assessment Tools* ● Practical Applications of Contemporary Research in the Field ● Understanding Neurodiversity in the College Setting* ● Substitution of One Topic from Level 1 or 3 ● Other Topic based on Institutional and/or Programmatic Need

Level 3 Training Topics:

Category:	Select at least:	Topics:
Basics	Review + 2	● Review of Level 1 and Level 2 Topics (required) ● Assertiveness ● Helping Guidelines ● Practical Applications of Contemporary Research in the Field ● Programmatic Needs Assessment* ● The Role of Peer Education and Learning Centers in Higher Education
Communication	2	● Conflict Resolution ● Group Management Skills ● Professional Communication* ● Public Speaking* ● Training and Supervising Other Peer Educators (Supervisory Skills)
Learning or Studying	2	● Active Learning Strategies ● Cognitive Scaffolding ● Self-Regulated Learning
Ethics and Equity	1	● Implicit Bias* ● Operating a Learning Center* ● Transition from Student Worker to College Employee

Electives	2	● Cognitive Learning Strategies* ● Conferencing Skills ● Leadership Styles for Peer educators ● Substitution of One Topic From Level 1 or 2 ● Other Topic Based on Institutional and/or Programmatic Need

Topics that can be Taught to Multiple Groups of Peer Educators and Tutors at the Same Time

While each specific peer educator program (e.g., mentor, coach, or SI leader) has a slightly different framework and philosophy and therefore differs in many aspects of their respective training and delivery, and the same holds true for peer educator roles and tutoring roles in general, there are some training topics that have significant overlap. Therefore, CRLA allows the various IPTPC and ITTPC programs at the same institution to facilitate certain training topics in joint sessions. This encourages communication and creates opportunities for synergy among the various groups.

The list below represents the topics that tutors and peer educators can attend together and earn training hours for their respective program(s). These are typically sessions that are more general in nature and are appropriate for trainees across different roles. All other topics must be facilitated separately, due to differences in the intent, goals, and philosophies between the different programs.

Level 1	Active Listening and Responding Administrative Policies, Record Keeping, and Reporting Advanced Study Skills Communication Styles Compliance with the Privacy Act (FERPA) Course and Syllabus Analysis Goal Setting and Planning Institutional Policies and Procedures Learning Theories in Academic Support Services Modeling Problem Solving Practical Applications of Contemporary Research in the Field Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism) Time Management for Tutors/Peer Educators Title IX and/or Sexual Harassment Use of Graphic Organizers
Level 2	Using Self Assessment Tools Gender Identity Intercultural Communication Leveraging Student Information for Academic Progress Memory and Retrieval Note Taking in the Disciplines Race, Class, and Privilege Stress Management Understanding Neurodiversity in the College Setting Universal Design for Learning Use of Probing Questions Working with Faculty/Staff Working with Specific Populations

Level 3	Cognitive Learning Strategies Implicit Bias Operating a Learning Center Professional Communication Programmatic Needs Assessment Public Speaking

If you have any questions about CRLA IPTPC requirements for certification, contact certifications@crla.net.

Standards, Outcomes and Assessments for Level 1 topics

Basics: (select 4)

The topics that fall under the Basic category are the foundational skills that every peer educator needs to understand. These topics provide critical information for the peer educator to draw on to conduct effective sessions. All four topics are required for the category at this level.

All 4 topics are required for a minimum of 30 minutes for each topic.

Administrative Policies, Record Keeping and Reporting*

Standard:
The peer educator knows the administrative processes outlined by the peer educator program (e.g.,time sheets, schedule changes, and session notes).

Outcomes:
The peer educator exhibits appropriate protocol when administrative tasks are needed, without prompting from their supervisor.

Possible Assessments:

- The evaluator observes the peer educator conducting an actual peer educator session and observes appropriate methodology as outlined by the program.

- The peer educator role-plays scenarios provided in peer educator training to demonstrate the specific administrative processes.

- The peer educator practices entering in necessary data in a demo version. For example, peer educators will enter their time sheet for the current training they are in.

- When given a list of administrative tasks, the peer educator correctly identifies the appropriate steps to complete the task.

- The peer educator takes screenshots of themselves completing various technical tasks, or the peer educator records a short narrated video walking through the appropriate steps.

Conducting a Successful Session

Standard:
The peer educator structures and delivers the peer session using an effective methodology, as chosen by the program.

Outcomes:
The peer educator can explain the steps/methodology used in conducting a successful session.

Possible Assessments:

- The peer educator practices delivering mock sessions that incorporate the procedures outlined in training.

- While viewing a recording of a mock peer educator and student interaction, the peer educator will identify appropriate and inappropriate methods of conducting the session.

- The peer educator demonstrates the proper use and sequencing of a session, including the introduction, goal review/setting, identifying and addressing the possible issues, the conclusion, and future planning.

- When given a group of flashcards with session steps on it, the peer educator is able to put them in the correct order from the beginning of the session to the end of a session.

- The peer educator writes a script for a mock session and identifies the steps to a successful session by highlighting and naming the steps.

Peer Educator Do's and Don'ts (behavioral attributes)

Standard:
The peer educator knows and understands the expected behaviors of their position, as well as practices and behaviors that are considered appropriate and inappropriate for their role in the program.

Outcomes:
The peer educator exhibits expected behaviors of their position, as outlined in the job description.

Possible Assessments:

- The peer educator will verbally explain the specific aspects of the job description.

- While viewing a recording of a mock peer educator and student interaction, the peer educator will identify appropriate and inappropriate behaviors.

- The peer educator will take a quiz assessment about mock scenarios.

- After the training, the peer educator will record a session and analyze how they followed expected behaviors.

- Peer educators are asked to spend three minutes recalling everything they remember from this session. Responses are shared with the group and the trainer fills in any gaps or misconceptions.

Role of the Peer Educator (functional attributes)

Standard:

The peer educator is aware of the essential functions of their job description.

Outcomes:

The peer educator exhibits the essential functions of their position, as outlined in the job description.

Possible Assessments:

- The peer educator will take a quiz assessment about the functions of the role.

- The peer educator compares and contrasts their role to another role (such as a tutor).

- The peer educator reflects in a journal entry what their role is in their own words.

- Have the peer educators stand in a circle. Going around the circle, each one will have to say an essential function of their role. If they repeat one that has been said or cannot think of a new one, they must exit the circle.

Communication: (select 2)

The topics that fall under the Communication category develop the peer educator's ability to listen actively, to communicate clearly, and to allow the student space to articulate their needs and ideas freely. Two topics are required from this category at this level. Additional topics may be selected.

Active Listening and Responding*

Standard:

The peer educator demonstrates active listening and responding skills in the mentoring/coaching process, which may include verbal and non-verbal cues.

Outcomes:
The peer educator will intentionally incorporate active listening and paraphrasing strategies into the mentoring/coaching session in order to help ensure content understanding and enhance the experience.

Possible Assessments:

- The peer educator defines "active listening" based on the content of the training and explains when and how to incorporate active listening strategies within a session.

- Through a role-playing activity, peer educators demonstrate active listening skills, including topics such as body language; paraphrasing; asking appropriate questions; as well as what not to do (e.g., interrupting or succumbing to distractions). Peer educators reflect on how their listening behaviors might have an impact on student motivation in subsequent sessions.

- Pairs of peer educators practice using the Socratic method of questioning to demonstrate active listening skills.

- Peer educators observe a role-playing scenario or watch a video of a mentoring or coaching session and then work in small groups to identify and critique the listening strategies employed by the peer educator.

Communication Styles*

Standard:
The peer educator knows the different communication styles, including verbal and nonverbal examples of each style, and uses this information to guide their sessions.

Outcomes:
The peer educator incorporates effective communication styles into their sessions by identifying communication styles and differences among those styles. The peer educator is able to recognize communication differences and adjust their interactions to better meet the needs of their student(s).

Possible Assessments:
- In an actual session, the peer educator demonstrates specific effective verbal and non-verbal communication skills as instructed during training.

- When observing a session, mock session, or other communication sample, the peer educator identifies communication problems and offers specific remedies within the scope of the peer educator's training and skills.

- The peer educator explains why certain specific behaviors are considered ineffective communication tools or techniques within a mentoring/coaching relationship.

- The peer educator watches a short recording of one of their own sessions and writes an essay reflecting on their communication approach, including opportunities they see for improvement.

- When given a stack of communication behaviors, the peer educator sorts these activities into the communication style(s) that they prefer or tend to use more often.

Mentoring Conversations (Coach, SI Leader, Classroom Leader Conversations)

Standard:
The peer educator understands the communication contexts for their role (i.e., conversing as a peer educator versus as a friend or classmate).

Outcomes:
The peer educator displays appropriate professional behavior while in the mentoring role.

Possible Assessments:

- The peer educator practices delivering mock sessions that incorporate the procedures outlined in training.

- While viewing a recording of a mock peer educator and student interaction, the peer educator will identify appropriate and inappropriate methods of conducting the session.

- When presented with a list of procedures the peer educator can sequence them according to the information presented in training and explain the significance of each step in the process.

- The peer educator uses a matrix to compare how they would respond to situations in their various roles (e.g., as a peer educator, as a classmate, or as a friend)).

Question Asking Strategies

Standard:
The peer educator knows how to appropriately select and prioritize their questioning techniques for the task at hand as well as the level of student comprehension.

Outcomes:
The peer educator employs a variety of questioning strategies, including open-ended questions, probing questions, and the Socratic method and coordinates the timing of their questions to coincide with the academic calendar.

Possible Assessments:

- The peer educator defines, in writing, specific questioning strategies.

- The peer educator practices using a variety of techniques in a mock meeting/session with a student.

- When presented with a session recording, the peer educator can identify the types of questioning used and whether it was appropriate to the specific task.

- Peer educators play a game of Taboo where they have to give examples of the strategies while other peer educators guess what questioning strategy it is.

- The peer educator writes about a time where they incorrectly used questioning strategies and how they would respond to that same situation using what they learned from the training.

Learning or Study Techniques: (select 2)

The topics that fall under the Learning or Study Techniques category will teach the peer educator skills to help students become independent learners. Two topics from this category are required at this level. Additional topics may be selected.

Advanced Study Skills*

Standard:
The peer educator knows effective general and discipline/course-specific study skills and strategies.

Outcomes:
The peer educator articulates, models, and integrates a variety of effective study skills into the mentoring/coaching session.

Possible Assessments:

- The peer educator creates a list of study techniques (as taught during training) that are specific to a course/discipline and explains the details of each one in her/his own words.

- The peer educator demonstrates several study techniques as taught during training, that are "research-based." (e.g., retrieval practice, spaced repetition, dual-coding, or interleaving)

- While observing a mock session, the peer educator interjects when a study technique could be introduced based on the issues presented by the mentee.

- In a formal essay, the peer educator compares and contrasts effective research-based study skills or strategies versus ineffective ones and makes recommendations on how to

improve student metacognition or recognition of effectiveness of various study techniques.

Course and Syllabus Analysis*

Standard:
The peer educator analyzes a variety of syllabi and identifies key information from each course.

Outcomes:
The peer educator is able to identify information such as exam dates, specific assignments, faculty office hours, or grading and attendance policies ; and the peer educator can then instruct their mentee on how to do the same for their courses.

Possible Assessments:

- The peer educator explains in their own words what information from the syllabus is critical, what information is secondary, and how to help students understand using the syllabus as an effective tool for course management.

- The peer educator writes a journal entry discussing how to translate the syllabus and/or course calendar into an action plan.

- The peer educator is observed helping a student to identify key information about their course, such as exam dates, review sessions, office hours, etc.

Goal Setting and Planning*

Standard:
The peer educator assists learners in planning and/or setting personal academic goals.

Outcomes:
The peer educator can explain the components of effective academic goals and can demonstrate effective goal development in the context of an individual session as well as a semester- long plan. The peer educator accesses a variety of planning and goal setting rubrics, worksheets, and guides and is able to effectively incorporate these into the session as needed.

Possible Assessments:

- The peer educator selects an appropriate goal-setting tool, describes how to use it, and explains why to revisit the completed form throughout the duration of a particular peer relationship.

- The peer educator explains the components of the SMART goal model (specific, measurable, achievable, realistic and time-bound), DAPPS model, or other goal-setting models taught during training.

- The peer educator discusses the process used to identify academic goals based on the goal model, particular course, and/or discipline.

- When presented with several case studies, the peer educator develops a set of academic goals that meet the goal planning criterion.

- The peer educator prepares a list of questions to use with the mentee that facilitates effective goal development.

- The peer educator creates several session goals based on a course syllabus and or homework assignment.

Learning Theories in Academic Support Services*

Standard:
The peer educator is aware of and understands the basic principles of learning theories associated with academic support services.

Outcomes:
The peer educator can identify and explain several principles and practitioners of learning theory, as highlighted by the peer educator training program curriculum.

Possible Assessments:

- The peer educator explains in their own words the principles of Knowles theory of andragogy and how it impacts on mentoring adult learners.

- The peer educator discusses how Vygotsky's Zone of Proximal Development is useful in collaborating with students.

- The peer educator gives an example of how a particular learning theory aligns with a behavior or strategy used in a mentoring session or case study.

Time Management for Peer Educators and Students*

Standard:
The peer educator is a conscientious time and task manager and understands various approaches to effectively managing time in and out of a session.

Outcomes:
The peer educator articulates, models, and integrates a variety of time management skills into the mentoring session and provides the mentee with tips and techniques to incorporate in their own time management plans.

Possible Assessments:

- The peer educator creates a written schedule that allows time for fixed appointments, classes, study time, etc.

- The peer educator explains the process and reason behind this level of planning and assists students in understanding and implementing similar strategies in their own lives.

- The peer educator develops a five-day study plan for her/his own classes prior to the final exam period and discusses the key planning elements and points to consider when creating such a plan.

- The peer educator creates a script that models how they would incorporate time management skills (both for the peer educator and student) into a session.

- The peer educator articulates the pros and cons of various time-management strategies such as time-boxing, themed days, etc.

Use of Graphic Organizers*

Standard:
The peer educator understands the value of graphic organizers in the learning environment, and knows ways to represent information as a graphic (e.g., mindmap, chart, diagram, image, or visual note-taking) to aid in the study process.

Outcomes:
The peer educator can identify and model several types of graphic organizers, explain their intended purposes, and provide their student/s with a demonstration of how to use the tool as an effective study technique.

Possible Assessments:

- The trainer observes the peer educator using and demonstrating a variety of graphic organizers in a mentoring session.

- The peer educator matches definitions of graphic organizers to examples of them. In a blog-post, the peer educator compares and contrasts the graphic organizers and describes when it might be best to use each.

- The peer educator shares with their supervisor a short selection of their own class notes followed by a graphic organizer that represents the same information.

Ethics and Equity: (select 1)

The topics that fall under the Ethics category emphasize important policies and procedures that need to be followed to comply with College, University, State, and/or Federal guidelines.

One topic from this category is required at this level. Additional topics may be selected.

Compliance with the Privacy Act (FERPA)*

Standard:
The peer educator understands the purpose and intent of FERPA (Family Educational Rights and Privacy Act of 1974) and confidentiality within the context of their role and within the department or program under which they operate.

Outcomes:
The peer educator can explain what FERPA is and demonstrate how it applies to peer education. The peer educator is well-versed in responses to requests for information that violates FERPA requirements.

Possible Assessments:

- When given a series of scenarios, the peer educator identifies if a FERPA violation occurred, and if so, how to avoid the violation in a similar situation.

- The peer educator role plays responding to a parent or other individual who asks for information about a student's use of academic support services.

- The peer educator creates a display that highlights in student-friendly language the department's or program's responsibilities with regard to FERPA compliance.

Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance and Plagiarism)*

Standard:
The peer educator maintains high standards of academic integrity and complies with policies and procedures related to ethical academic behavior (i.e., as an employee/volunteer and student).

Outcomes:
The peer educator can explain plagiarism, academic integrity, and copyright, as well as institutional guidelines and requirements related to these topics. The peer educator acts in accordance with outlined practices and promotes the same for their students.

Possible Assessments:

- The peer educator restates and explains the institution's policies on academic integrity and cites the specific location of these policies in institutional publications.

- When given a series of scenarios, the peer educator identifies situations that involve potential plagiarism violations and explains specific alternative actions to avoid plagiarism, such as appropriate use of citations and quotations.

- The peer educator explains copyright, the factors of fair use, and how to use others' work ethically and in compliance with copyright regulations for materials found online (e.g., creative commons, licensing, or permission).

Title IX and/or Sexual Harassment*

Standard:
The peer educator understands relevant laws and institutional policies with regard to Title IX and/or sexual harassment and knows techniques to create an environment free of sexual discrimination and/or harassment.

Outcomes:
The peer educator complies with all institutional guidelines and requirements in keeping with best practices as taught during peer educator training.

Possible Assessments:

- The peer educator restates and explains the institution's policies on sexual harassment and can cite the specific location of these policies in institutional publications.

- Working in small groups, peer educators review one or more mentoring-specific case studies to determine which, if any, involve potential sexual harassment violations.

- The peer educator indicates which specific behaviors a peer educator should NOT engage in with mentees or other peer educators.

- The peer educator explains the difference between mandatory reporters and non-mandatory reporters and correctly identifies their role and chain of reporting when a student discloses a potential Title IX violation.

Electives: (select 1)

The topics that fall under the Electives category are intended to give your training program flexibility to meet your specific needs. One topic from this category is required at this level. Additional topics may be selected.

Institutional Policies and Procedures*

Standard:
The peer educator understands institutional policies and procedures and their relevance to peer educator programs and the unit/program under which peer education is housed. Examples of topics that may be covered under this section include items such as fire safety, active shooter protocols, and basic medical emergencies. See note above regarding guest facilitators.

Outcomes:
Create your own outcomes based on the specific skills, knowledge, and behaviors required to demonstrate competency with regard to your policies. (See the appendix for suggestions regarding writing your own Outcomes)
Examples might include:

The peer educator explains the procedures for responding to a fire drill that occurs while the peer educator is on duty.

The peer educator responds to an Active Shooter drill using the procedures outlined by the institution.

Possible Assessments:

- The peer educator takes a test which presents common situations and asks them to explain or describe the policy or process for addressing them.

- When given a list of policies, the peer educator accurately indicates where those policies originate and the referral process for possible violations of that policy.

- The peer educator identifies policies that are most likely to impact their work and the work of the department or program and thoroughly explains programmatic procedures relative to such policies.

Modeling Problem Solving*
Standard:
The peer educator models and/or instructs their student in a variety of problem solving techniques suitable to the content area being mentored.

Outcomes:
The peer educator can select appropriate technique/s from a variety of problem solving strategies and explain the steps involved in selecting and using them, such that their student can effectively select and demonstrate problem solving strategies independently. The peer educator is able to discern why a particular strategy would or would not be effective.

Possible Assessments:

- The peer educator is presented with a series of questions in their content area and a list of strategies and needs to match the strategy to the question.

- The peer educator explains and/or paraphrases the steps to using a specific strategy.

- The peer educator role plays the language and prompts they would use to direct a student toward appropriate problem solving strategies. For example, the student struggles with time management, and the peer educator showcases several effective approaches to developing a workable schedule.

- The peer educator writes a reflection about a time when they helped a student to break down a problem and choose an appropriate strategy to solve the problem.

Practical Applications of Contemporary Research in the Field*

Topics covered in this area may vary over time. Examples of contemporary research that a program might choose to highlight as part of this topic might include any of the following (as well as other research published in reputable texts or sources): Alexander Astin's Theory of Student Involvement, Student Development Theory, Benjamin Bloom's Taxonomy of Educational Objectives, Edgar Dale's Cone of Experience, Arthur Chickering's Student Development Theory, Angela Duckworth's Grit, Carol Dweck's Mindset Theory, Malcolm Knowles' Andragogy, or Learning Theory.

Note: If this topic is selected at more than one level, the research and content you focus on must be different for each level.

Standard:
The peer educator understands the theoretical underpinnings of the selected research-based topics within the field of learning assistance, as well as relevance and practical application of the research within peer relationships and/or the unit/program.

Outcomes:
The peer educator can explain the research in detail, including positions that conflict with the premise of the original findings or methodology. The peer educator can articulate relationships between the chosen topic/s and behaviors or outcomes highlighted by the training program.

Possible Assessments:

- After reviewing Bloom's Taxonomy of Educational Objectives, peer educators work together to create a list of three sample questions at each level.

- The peer educator creates a handout or slide deck which highlights the difference between Dweck's Growth and Fixed mindsets and then uses their created work to facilitate a short discussion of how to integrate talking points from Dweck's research into the mentoring relationship.

- The peer educator is observed in an authentic mentoring/coaching session modulating their language choices and examples to work through Bandura's Guided Mastery model with a student or students.

Substitution of one Topic from Level 2 or 3

Programs may choose to substitute one topic from Level 2 or 3. Programs will have to include a justification explaining why the substitution is appropriate for their program. If you choose a topic that you intend to also cover at a higher level, the content at the more advanced level will need to have more depth and breadth to cover the topic in a new way, rather than a simple repeat of work already done.

Standard:
Refer to the standard for the specific topic chosen, adjusting it to meet the ability of a peer education at this level.

Outcomes:
Refer to the outcomes for the specific topic chosen, adjusting them to meet the ability of a peer educator at this level.

Possible Assessments:
Refer to the assessment options for the specific topic chosen, and adjust to meet the abilities and needs of your peer educators at this level.

Other Topic based on Institutional and/or Programmatic Need

Note: This topic gives programs the opportunity to pick a topic that was not listed, based on institutional or programmatic needs. Only one 'other' is allowed for each level (not for each individual category).

Standard:
The peer educator understands the chosen topic and its relevance to their role and/or the peer educator program.

Outcomes:
Develop and share the outcomes you intend your peer educators to achieve. See Appendix for details on writing your own Outcomes.

Possible Assessments:
Develop and share the assessment(s) you intend to use.

Examples may include the following:

Microaggressions
Standard:
The peer educator knows what microaggressions are, understands examples of them, and knows the department's or program's policies if a microaggression occurs in a session.

Outcomes:
The peer educator is able to define and give examples of microaggressions. The peer educator acts in accordance with outlined practices if a microaggression occurs within their work with a student..

Possible Assessments:

- In an online discussion board post, the peer educator defines microaggressions and explains how to respond if one occurs in a session, as well as outlines specific strategies for avoiding using them.

- The peer educator identifies at least three microaggressions from a given scenario and writes how they would respond to the given situation.

- The peer educator writes a thoughtful essay explaining microaggressions and how they can influence their work with a student, citing any past experiences.

Referral Skills

Standard:
The peer educator instructs their student to a variety of resources available to the area being mentored.

Outcomes:
The peer educator can select the appropriate resource for the student's desired outcome.

Possible Assessments:

- The peer educator will verbally explain the variety of resources available on their campus

- While viewing a recording of a mock peer educator and student interaction, the peer educator will identify appropriate referral resources.

- The peer educator will successfully complete a quiz assessment (jeopardy) about mock scenarios.

- The peer educator will complete a scavenger hunt for the different campus resources.

IPTPC Appendices

References and Resource Guide

It is important for training programs to build their content with the help of the research in the field of Learning Assistance. To get the conversation started, the authors of this text have compiled a partial list of helpful resources we have used in the development of our own training programs, as relevant to the topics outlined in these Standards, Outcomes and Assessments.

While the following list is not exhaustive, it provides a glimpse into some of the research and commentary that have been done around the topics discussed in this document. For ease of navigation, we have arranged the items into the same categories as are required for certification-- with the only addition being a "general" category for items that either fit into multiple categories, or resources that are helpful but do not belong to any one category.

For additional resources, we encourage peer educator trainers and administrators to visit the LRNASST listserv archives (https://lists.ufl.edu/archives/lrnasst-l.html), or to look at the information regularly updated on the LSCHE webspace.

Note: Inclusion in this list should not be considered as CRLA endorsement of any particular group, publication, or person.

General Information

Agee, K. S., & Hodges, R (2012). *Handbook for training peer tutors and mentors.* Mason, OH. Cengage Learning.

> A must-have for those new to working with peer educators. It is filled with activities and readings from 106 professionals in the field.

Asghar, Amanda, "Reciprocal Peer Coaching and Its Use as a Formative Assessment Strategy for First-Year Students." *Assessment & Evaluation in Higher Education,* Vol. 35, No. 4, July 2010, pp. 403-417.

Bettinger, Eric P., and Rachel B. Baker, "The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring." *Educational Evaluation and Policy Analysis*, Vol. 36, No. 1, Mar. 2014, pp. 3-19.

Boylan, H. R., Bliss, L. B., & Bonham, B. S. (1997) Program components and their relationship to student performance. Journal of Developmental Education, 20 (3), 2-6.

> This research looks at the impact of several program components (such as tutoring, mandatory assessment, etc.) to determine their relationship to areas such as GPA, retention, and performance in developmental courses. Tutor with tutor training (among a couple of others) was found to be related to the higher number of success measures.

Brennan, J. (2021). *Engaging learners through Zoom: Strategies for virtual teaching across disciplines*. Hoboken, NJ: Jossey-Bass, a Wiley Imprint.

> This book uses cognitive neuroscience research to provide activities and advice for how to deliver tutoring online. It is useful for online tutor training as well!

Breslin, J.D., Kope, M.H., O'Hatnick, J.L., & Sharpe, A.G. (2018). Students as colleagues: A paradigm for understanding student leaders in academic support. The Learning Assistance Review, 23(2), 41-64.

Council for the Advancement of Standards in Higher Education. (2010). Learning assistance programs CAS standards and guidelines. http://www.cas.edu/

> Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) promotes standards in student affairs, student services, and student development programs.

Keller, P., & Porter, H. (2020). *A Terminological Study of Peer Education in Higher Education*. CRLA. Retrieved from https://www.crla.net/images/whitepaper/CRLA_2020_WhitePaper_Peer_Ed_FA.pdf

> This CRLA White Paper examines the history and contemporary applications of peer education.

Keller, P., & Coleman, L. (Eds.). (2018). Peer Today, Peer Educator Tomorrow: Becoming a College Paraprofessional. Dubuque, IA: Kendall Hunt.

Latino, Jennifer A., and Catherine M. Unite, "Providing Academic Support Through Peer Education." *New Direction for Higher Education*, No. 157, Spring 2012, pp.31-43.

Latino, J.A. (2017). Peer leadership: Harnessing its power at every stage of the student lifecycle [White paper]. Ellucian. Retrieved from https://www.ellucian.com/resources?type=451&page=3

National Institute for Learning Outcomes Assessment. https://www.learningoutcomesassessment.org/about/

> Established in 2008, the National Institute for Learning Outcomes Assessment (NILOA) is dedicated to everything around learning outcomes to improve student learning. A great place to start if you are writing your own outcomes.

Norton, J., & Agee, K. S. (2014). Assessment of Learning Assistance Programs: Supporting Professionals in the Field. CRLA. Retrieved from https://www.crla.net/images/whitepaper/CRLA_2014_WhitePaper_LAP.pdf

> This CRLA White Paper dives into assessment challenges, qualitative assessments, quantitative assessments, and guidelines for good practice in assessing learning assistance.

Silberman, M., Biech, E., & Auerbach, C. (2015). Active Training: A Handbook of Techniques, Designs, Case Examples and Tips, Fourth Edition. https://onlinelibrary.wiley.com/doi/book/10.1002/9781119154778

> A book full of practical tips and techniques that fully engage learners and help them get the most out of sessions. It includes examples, templates, worksheets to aid trainers with implementation.

Basics

Bowman, N. A., Preschel, S., & Martinez, D. (2021). Does Supplemental Instruction improve grades and retention? A propensity score analysis approach. The Journal of Experimental Education, 1-25. https://doi.org/10.1080/00220973.2021.1891010

Buchanan, E. M., Valentine, K. D., Frizell, M. L. (2018). Supplemental Instruction: Understanding academic assistance in underrepresented groups. The Journal of Experimental Education, 87(2). https://doi.org/10.1080/00220973.2017.1421517

Diehl, T & Bobak, R. (2021, Winter). Study plans promote daily review. Journal of Developmental Education, 44 (2).

Channing, J., & Okada, N. C. (2020). Supplemental instruction and embedded tutoring program assessment: Problems and opportunities. *Community College Journal of Research and Practice*, *44*(4), 241-247.

Dalton, Jon C. and Pamela C. Crosby, "The Power of Personal Coaching: Helping First-Year   Students to Connect and Commit in College." *Journal of College & Character*, Vol. 15, No. 2, May 2014.

Dustin, K. G., Ricardo, A. P., & Krystal, J. P. (2021). Expectations of students participating in voluntary peer academic coaching. *Journal of College Reading and Learning*, *51*(2), 95-109.

Keen, James P., "Considering Student Coaching." *Journal of College & Character*, Walden University, Vol.15, No. 2, May 2014.

Lipsky, S. A. *A Training Guide for College Tutors and Peer Educators*. Boston: Pearson, 2011.

> This book is great not just for information on the basic topics covered, but also because they give examples of activities and assessments tutors and peer educators can use for themselves and with their students.

 Newton, F. B., Ender, S. C. (2010). *Students helping students: A guide for peer educators on college campuses*. San Francisco, CA: Jossey-Bass.

> A true guide for peer educators to use during training. It is full of self-reflecting exercises that help apply the material as it is learned.

Richman, Erica Lynn, et al. "Coaching and College Success." *Journal of Postsecondary Education and Disability*, 27(1), pp. 33-52.

Communication

Beard, L. (2019). Diversifying consultant skill sets: Refiguring peer-to-peer feedback through feminist disability pedagogy. The Southern Discourse: A Journal of Multiliteracy and Innovation, 23 (1) 10-27. https://southeasternwritingcenter.wildapricot.org/resources/SD_Archive/SDC23-1-2019.pdf

> A case study that analyzes the use of critical awareness of subject identities and rhetorical listening to provide feedback to students with disabilities.

Bussiere, C. L. (2018). Technology in the Consultation: Using Videos to Achieve Engaging Dialogue and Authentic Feedback. Communication Center Journal, 4, 92-94. Retrieved from http://libjournal.uncg.edu/ccj/article/view/1762/pdf

> A case study where the author argues for the use of videos in consultations after several sessions with a non-native English-speaking student at a Speaking Center.

Cheliotes, Linda G., and Marceta F. Reilly, "What Is a Coaching Conversation." *Opening the Door to Coaching Conversations*, Corwin, 2012.

Cuny, K. M. (2012). Unconditional positive regard, empathetic listening, and the impact of digital text driven communication. *International Journal of Listening*, 26, 79-82.

> A look at an activity that questions the impact that our daily non-vocal digital communicating has on our ability to empathetically listen.

Cuny, K.M., Wilde, S.M. & Stevens, A.V. (2012). Using empathetic listening to build relationships at the center, In Yook, E. & Atkins Sayre, W. (Eds.), Communication Centers and Oral Communication Programs in Higher Education: Advantages, Challenges, and New Directions (pp. 249-256). Lanham, MD: Lexington.

> This article looks at communication skills (such as empathetic listening, unconditional positive regard, and confirmation) that could help peer tutors develop more successful relationships with their students.

Cuny, K. M. & Yarragunta, H. R. (2009). Increasing feedback opportunities: Learning the ropes together. In Worley, D. W., Worley, D. A., Hugenberg, B. & Elkins, M. R. (Eds.), Best Practices in Experiential and Service Learning in Communication(pp. 316-324). Dubuque: Great Rivers.

This article demonstrates ways to prove feedback opportunities, along with helpful advice for those who want to add new feedback strategies.

Ellis, E. D. (2017). Journalistic techniques in communication centers. Communication Center Journal, 3, 53-60. Retrieved from http://libjournal.uncg.edu/ccj/article/view/1573/pdf_1

This piece discusses how to employ journalistic techniques to engage students in the critical thinking process. The four techniques are applied to a communication center but can be applied more broadly.

Kast, G. (2019). Grapevine Communication in Communication Centers: The Needs and Effects. Communication Center Journal, volume 5 (No 1). http://libjournal.uncg.edu/ccj/article/view/1959

This journal article looks at how one Communication Center uses grapevine communication to help employees succeed and co-workers bond.

Levi, D., & Askay, D. A. (2021). Group dynamics for teams (6th ed.). Thousand Oaks, CA: Sage.

This resource provides a great overview of group dynamics and theories related to teams and would be useful in developing sessions related to group dynamics and group management.

Moss, T. (2019). Analyzing Communication Center Training Through the Lens of Foucault. Communication Center Journal, volume 5 (No 1). 175-177. http://libjournal.uncg.edu/ccj/article/view/1963

This article discusses how the UNCG Communication Center uses power and freedom in training to create self-reliance. The program draws from Nichel Foucault's view of power.

Northouse, P. (2019). Leadership (8th ed.). Thousand Oaks, CA: Sage.

This resource would be useful to trainers seeking to learn more about leadership styles and theories to implement in training. It provides short overviews and summaries about major leadership theories.

Parker, Polly, et al. "A Relational Communication Approach to Peer Coaching." The Journal of Applied Behavioral Science, Vol. 51(2), 2015, pp. 231-252.

Rosenberg, M. B. (2003). Nonviolent communication: A language of life. Encinitas, CA: PuddleDancer Press.

> This resource describes methods and strategies to engage in communication without conflict and with compassion.

Schwartzman, R., & Ferraro, B. (2020). People with disabilities in oral communication centers: Pathways toward acknowledgment and engagement. Education, 141(1), 21-30.

> A study that looked at tutors who were administered the Multidimensional Attitudes Scale towards persons with disabilities. The findings and recommendations are well worth the read!

Tonkins, M. R. (2018). Safe Space and Brave Space: Improving Interpersonal Relationships in the Communication Center. Communication Center Journal, 4, 95-97. Retrieved from http://libjournal.uncg.edu/ccj/article/view/1764/pdf

> An auto ethnography where the author describes her experiences in a communication center and the importance of facilitating discussions on social injustice issues.

Stone, D. & Heen, S. (2015). *Thanks for the feedback: The art and science of receiving feedback well (even when it's off-base, unfair, poorly delivered, and frankly you're not in the mood)*. Penguin Randomhouse Publishing.

> Stone and Heen review the key elements of effective feedback and discuss strategies for making sure the feedback giver and feedback receiver are on the same page. Specific techniques for the listener and speaker are discussed and also illustrated with both personal and professional situations.

Study Skills / Techniques

Anderson, L. W., Krathwohl, D. R., Airiasian, W., Cruikshank, K. A., Mayer, R. E., & Pintrich, P. R. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition. *NY: Longman*.

> This resource develops the revised Bloom's taxonomy and is a useful tool to use when developing resources as well as outcomes for training.

Benassi, V. A., Overson, C. E., & Hakala, C. M. (2014). Applying Science of Learning in Education: Infusing Psychological Science into the Curriculum. http://teachpsych.org/ebooks/asle2014/index.php

> This book looks at the research of the science of learning and how it applies to the education field.

Brown, P. C., Roediger, H. L. III, & McDaniel, M. A. (2014). Make it stick: The science of successful learning. Belknap Press of Harvard University Press.

> Great easy-to-read book about research-based study strategies. The text includes numerous examples and anecdotes on how to switch from non-effective to more effective strategies.

Dunlovsky, J. (2013). "Strengthening the Student Toolbox." https://eric.ed.gov/?id=EJ1021069

> Dunlovsky turns the findings from a peer-reviewed meta-analysis of learning and educational psychology research into an easy-to-digest article with several concrete techniques and suggestions for promoting learning.

Dunlovsky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology. *Psychological Science in the Public Interests, 14*(1), 4-58. DOI: 10.1177/1529100612453266

> This monograph examines 10 learning techniques and examines their utility. The recommendations are important for any newcomer to the field who is trying to rely on research-based study strategies.

Dweck, C. (2016). *Mindset: The new psychology of success*. New York, NY: Random House.

> A go-to text about what a growth mindset is, examples of it, and how to apply it. Although the text is broad, it can easily be applied to any program run in a Learning Center.

Maxwell, M. (1997). Improving student learning skills: A new edition. (NADE Monograph No. 24). Clearwater, FL: H&H publishing.

> This text looks at the best practices in developmental education along with foundational discussions on many topics around learning centers, study skills, and tutoring.

McGuire, S. Y. (2015). Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation. Stylus Publishing

> This text blends research with practical applications around motivation, metacognition, and mindset. Great resource for students as well as learning center professionals and educators.

Meyer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. Journal of Educational Psychology, 4, 444-452.

> This experiment looks at the effectiveness of dual coding.

Nilson, L. B., (2013). Creating self-regulated learners. Sterling, VA: Stylus Publishing, LLC

> This book is a useful tool when developing content and resources to foster and build self-regulation in students and tutors. Strategies that can be adapted for use in tutoring are given throughout the resource.

Paideia, D. (2020). "Misusing Bloom's Taxonomy." [Blog] https://medium.com/@dr.paideia2020/misusing-blooms-taxonomy-f570c5f56c2a

> An important reminder that basic skills are needed before trying to use higher order thinking skills. The author uses great comparisons to ensure understanding of the argument.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles, concepts and evidence. Psychological Science in the Public Interest, 9, 105-119.

> An overview of current research and evidence into Learning Styles theory, including why the theory is pervasive without much evidence to support it.

Ruggiero, V. R. (2014). The art of thinking: A guide to critical and creative thought (11th Ed.).

> Already on its 11th edition, this book gives readers the tools, along with a step-by-step process, to critically think and problem solve. Concepts can be applied to tutoring or tutor training.

Scheffer, Barbara K,M.S., R.N., & Rubenfeld, M. G. (2000). A consensus statement on critical thinking in nursing. Journal of Nursing Education, 39(8), 352-9.

> Although this study is focused on critical thinking in nursing, the definition and concepts of critical thinking can be applied to other areas - including tutor training.

Scheffer, Barbara K,M.S., R.N., & Rubenfeld, M. G. (2001). Critical thinking: What is it and how do we teach it? *Current Issues in Nursing.*

> Using the article above, the authors continue to look at critical thinking. The two articles together provide a framework for critical thinking that can be used in any field.

Smith, M. & Weinstein, Y. (2016). "How to learn using…" [blog]. https://www.learningscientists.org/blog/2016/9/1-1

> For the latest in research-based study strategies, this is a great resource. Learn more about spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding.

Merriam, S.B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. San Francisco, CA: Jossey-Bass.

> An overview of adult learning theories and strategies. Merriam and Bierema deconstruct adult learning and its relationship to pedagogy, while making suggestions for designing, developing, and implementing adult learning programs across a wide variety of contexts.

Weinstein, Y., Sumeracki, Megan, & Caviglioli, O. (2019). *Understanding how we learn: A visual guide*. New York, NY: Routledge.

> A deep investigation into best practices for learning and studying from the field of cognitive psychology. The chapters amalgamate and simplify complex research-backed practices using ample visual representations and analogies.

Ethics and Equity

ACTP (2020). Tutor's Code of Ethics. https://www.myactp.com/code-of-ethics/

A list of guidelines that is the basis of ethics for many tutor training programs.

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X.   (2013). Readings for diversity and social justice (3rd ed.). New York, NY: Routledge.

This essential resource provides foundational viewpoints and frameworks on diversity and various "-isms."

Ashworth, P., Bannister, P., Thorne, P., & Students on the Qualitative Research Methods Course Unit (1997). Guilty in whose eyes? University students' perceptions of cheating and plagiarism in academic work and assessment. *Studies in Higher Education, 22*(2), 187-203. doi:10.1080/03075079712331381034

This article examines attitudes on cheating and plagiarism, trying to understand the student's perspective.

CAST (2020). Universal Design for Learning Guidelines. http://udlguidelines.cast.org/

A basic overview of the three principles of UDL: Multiple Means of Action and Expression, Multiple Means of Representation, and Multiple Means of Engagement. CAST gives definitions and a breakdown of activities or options for meeting each principle in a classroom setting.

Cullen, M. (2008). 35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap. Wordclay Publishing.

This book is a useful tool to help tutors understand how our words impact each other and integrates key inclusion related topics such as intent v. impact.

Fishman, T. (2009). *'We Know it When We See It' is not good enough: Toward a standard definition of Plagiarism that transcends theft, fraud, and copyright.* Paper presented at the 4th Asia Pacific Conference on Educational Integrity, NSW, Australia. Available from: http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf

This paper differentiates plagiarism from theft, fraud, and copyright issues, and argues why this distinction is important to framing the conversation with students around misuse of academic resources.

Johnson, A. G. (2018). Privilege, power, and difference (3rd ed.). New York, NY: McGraw-Hill.

    A short overview of concepts related to diversity, equity, and inclusion--in particular ideas related to privilege and power.

Stanford University Libraries (2020). "Measuring Fair Use: The Four Factors."
https://fairuse.stanford.edu/overview/fair-use/four-factors/

    A quick guide and decision tree to help programs, researchers, tutors and students understand and apply U.S. Copyright law to their own use of materials, including how to determine whether use or distribution of a particular fixed medium qualifies for a "fair use" defense.

Tobin, J. & Behling, K. T. (2019). Reach everyone, teach everyone: Universal Design for Learning in higher education.

    This text provides a great understanding of what Universal Design is and how to use it to advocate for student success. Techniques can be applied to the classroom, tutoring sessions, or tutor training.

Electives

Field, Sharon, et al. "Quantifying the Effectiveness of Coaching for College Students with Attention Deficit/ Hyperactivity Disorder." *Final Report to the Edge Foundation*, Wayne State University, Detroit, MI, Aug. 2010.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge, England: Cambridge University Press.

    Explores the 12 principles of the "cognitive theory of multimedia learning". This source provides guidelines for the creation of multimedia resources (PowerPoint slides, handouts, videos, etc.) that promote meaningful learning among viewers/attendees.

Nave, L. (2021, Winter). Universal Design for Learning: UDL in Online environments: the WHAT of learning. Journal of Developmental Education, 44 (2).

Warner, J. (2019). Why they can't write: Killing the five-paragraph essay and other necessities. Baltimore: John Hopkins University Press.

Warner explores reasons why students struggle with writing effective college-level writing and makes suggestions for how college writing instructors can improve students' likelihood of success.

Scriver, S. Olesen, A. W., Clifford, E. (2019). Partnering for success: A students' union-academic collaborative approach to Supplemental Instruction. Irish Educational Studies, 1-20. https://doi.org/10.1080/03323315.2021.1899020

Zwart, Lavonne M., and Leanne M. Kallemeyn, "Peer-Based Coaching for College Students with ADHD and Learning Disabilities." *Calvin College.*

Certification Checklist

The following checklists are designed to help an applicant-program prepare for the certification application process. We recommend programs considering certification use these checklists to evaluate where their current program meets CRLA requirements and to begin collecting appropriate documentation examples needed for the application.

Level 1

Narrative

- There are at least two people who will serve as contacts for this application.

- I know and can clearly articulate the objectives for my department/program and for my peer educator training program.

- I know how the program complies with copyright law for the use of copyrighted works used in my department/program and in the peer educator training program.

- I can list who hires/selects, supervises, trains, and evaluates the peer educators at my department/program.

Selection

- Program verifies the candidate has met or exceeded the minimum GPA set by the individual program.

- Program collects a recommendation from at least two knowledgeable sources (e.g., faculty member, content expert, trainer, or supervisor).

- Program documents recommendations in a way that is easily traceable.

- Program interviews all candidates, during which essential functions of the job are explained.

Training

- At least 10 hours of peer educator training at each level beyond the requirements of the previous level.

- At least five hours of Trainer-led, Interactive, Synchronous (TIS) training time at this level.

- Training involves at least five (5) of the IPPC topics for this level, spread across all the categories, with at least 30 minutes spent on each IPTPC topic.

- If guest facilitators are used for a portion of training at this level, the facilitators understand how their topic relates to the peer educator training outcomes, and the content is directly connected to the peer educator's role and responsibilities.

- If training involves "other" or "substitution," the choice can be explained clearly.

Evaluation
- A formal or informal evaluation process takes place at this level.

- An evaluation process occurs regularly on a quarterly, semester, or yearly basis.

- Evaluation results are shared with the peer educator.

- Peer educators receive their own individualized evaluation results.

- Evaluation at this level is based partially on training objectives with feedback from supervisor, trainer, and/or trained evaluator.

Experience
- The amount of time a peer educator spends with students is tracked clearly and consistently.

- It is clear when a peer educator has accrued 25 hours of direct experience working with students.

- Experience tracking is counted by time spent, not by "contact-hour" or per student.

- Direct experience happens either concurrently with or immediately after the training cycle.

Documentation
- Curricular plan, syllabus, or training guide that shows how the peer educators progress through the training sequence at this level.

- Training attendance tracking shows which peer educators attended which topics for how long, dated within the last year.

- Samples:

    - Session plans prepared for one sample training session.

    - Session sample chosen has clear standards, outcomes, and assessments which

- Align with IPTPC's Standards, Outcomes, and Assessments publication.

- Bibliography of sources that serve as a theoretical or practical basis for the training sample you have chosen, annotated to explain what the item is and how the program used/uses the item.

(Re)Building a Tutor/Peer Educator Program

Background Information:

The questions included in this packet are designed to help you think through the development or revitalization of a peer education program for your institution. Refer to these documents periodically to help keep you on track. Find an ally on your campus that can discuss these questions with you.

Subsection 1. Your Program and Your Institution

This first section will help you construct a framework for the development of a peer education program at your institution. The ultimate success of your program will depend in large part on your ability to align your programmatic goals and objectives with those of your college or university. Beginning with a broad-based vision and moving towards concrete, measurable goals that parallel the mission of the institution will help ensure the relevancy and vibrancy of your program for years to come.

1. What is your vision for your peer education program?

2. What is the philosophy that will guide you through the design and development of a peer education program?

3. What is your institutional vision and mission?

4. What are your institutional goals generally or with regard to student success?

5. How does your program vision, mission, and philosophy align with your institution's vision, mission, and goals?

6. Are there any institutional changes on the horizon that could impact your program development?

7. What are your institution's needs relative to the development of a peer education program?

8. Identify 3-5 SMART goals for the development of your peer education program.

9. Follow-Up: Jot down any questions you have regarding questions 1-8 and identify who on your campus may be able to help you answer these questions.

Subsection 2. Your Program and Your Colleagues

This second section presents a series of questions designed to help you think about your peer education program in relation to other college or campus-wide initiatives. The questions in this

section help you consider ways to develop stakeholders within your community in your program development.

1. Who are your stakeholders and how do you plan to include them in the development of your program(s)? Some people to consider include students, faculty, administrative and professional staff, senior leadership, trustees, community members, local employers, etc.

2. What departments, programs, disciplines, or specific courses or populations will your peer education program serve?

3. What data and/or resources support the need for a peer education program?

4. Are there any current or prior peer education programs at your institution, and what is their status?

5. How will your program differentiate itself from what currently exists or has existed?

6. Who will be your greatest allies in this project and how can they help you?

7. Who will be your greatest challengers, and how can you form or improve your working relationship with them?

8. Identify 3-5 benefits both your allies and challengers will gain from the development of your peer education program.

9. Follow-Up: Jot down any questions you have and what specific information you will need to move forward. Who can assist you in gathering that information?

Subsection 3. Your Program and Your Funding

This third section presents a series of questions to help you think about your funding needs and your budget. Before starting or expanding your peer education initiative, consider the "bottom line." Funding, staffing, physical location, and available human and material resources all play an important role in the development of your peer education program.

1. What funds are currently available to you?

2. How secure is that funding source? Is it a grant, one time gift, departmental contribution, institutional line item or other?

3. What additional funding sources might be available for this initiative? How could you further explore those options?

4. Do you have a project timeline? What steps need to be completed, and in what order?

5. What resources do you need to establish a peer education program?

6. What resources are available to you? Identify the gap between these two points.

7. Develop an initial budget. What resources (both human and material) do you need to launch your program? Project out a few years and develop a 3–5-year program and budget plan.

8. Follow-Up: Jot down any questions you have and what specific information you need to move forward. Who can assist you in gathering that information?

Subsection 4. Your Program and Your Staffing

This fourth section poses questions to help you identify your staffing needs: both peer educators and support personnel. Selecting the best individuals to fill a variety of roles within your program is critical to your success as it will help you determine the human resources available to staff your peer education program.

1. Before determining your personnel needs, list the campus programs and departments your peer education program will serve. Approximately how many areas you would like to support?

2. Meet with staff, faculty, and administrators from the departments identified in the first question to get a sense of what kinds of support they believe would best serve students' needs. Once you have a general sense of the needs expressed by these constituents, identify what type(s) of staffing would help meet those needs: students (undergraduate and graduate), professional staff (licensed or otherwise), and/or volunteers (e.g., community members or retired practitioners).

3. What additional (administrative support and professional) staff do you need and what would be their specific roles and/or responsibilities within your program?

4. Work with your Human Resources department and college leadership to determine the status of each position (full-time, part-time, temporary, permanent, grant-funded, college operating budget funded, federal work-study, etc.). Outline several staffing models based upon the status and funding conditions determined above.

5. Develop a plan to fund, recruit, and hire your administrative and paraprofessional staff (Note: This may require a phased approach). Use the space below to calculate various staffing models, areas of responsibility and associated costs.

Subsection 5. Your Program and Your Peer Educators

This fifth section introduces key questions about your peer educator training: the heart of your program, designed to help guide you on the path towards creating an outstanding peer educator training program worthy of CRLA certification.

Whether you are seeking CRLA certification, have been certified in the past, or want to wait until your program is further developed before applying for certification, incorporating best practices at the early stages of the development process can help streamline program implementation and improve effectiveness.

HINT: Answer the questions below for each level of certification you are choosing to pursue. Remember that the levels are sequential, you must be certified at Level 1 before proceeding to seek certification for Level 2, and likewise, you must be certified at Levels 1 & 2 to seek certification for Level 3.

1.   If you currently offer peer educator training, which CRLA topics do you already include in that training and do those topics meet your program needs? If you do not currently offer any peer educator training, which CRLA topics best align with your program mission and values?

2.   How does your content and delivery of each training topic currently meet the stated CRLA standard and outcomes?

3.   What do you need to modify, if anything, to meet the standard for each topic?

4.   Do your intended outcomes meet those specified by IPTPC? How might you need to modify the outcome to address the specific needs of your program/institution?

5.   How do you currently assess the effectiveness of the teaching and learning for each topic?

6.   How might you create or modify your evaluation strategies to align with the CRLA requirements?

7.   What interactive, student-centered methodologies or activities do you use, or intend to use, in your peer educator training? Are there any materials (books, resources, materials, etc.) that you, or your peer educators, will need to purchase to implement your training?

8.   Will you include any third-party tutoring or administrative software in your training delivery plan? Outline how you envision this working successfully.

9.   How do you, or will you, model in training the behaviors you want your peer educators to emulate in their peer education sessions?

10.   How will you track your peer educators' progress through your training program? How will you ensure that each peer educator has met all the requirements for completion of your training criteria?

11.   What barriers exist to you achieving CRLA certification? How can you eliminate these barriers?