



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR Peer Service and Awareness**

**Peer Service and Awareness III  
SOC6869 1 Credit Hour**

**Student Level:**

This course is open to students on the college level in Freshman year.

**Catalog Description:**

**SOC6869 - Peer Service and Awareness III (1 hr.)**

This course is designed to help the student increase their knowledge concerning current social issues and peer health promotion and the impact students have on the community. Students will reflect on educational events offered to the local and global community and on concepts learned in the classroom to enhance their level of citizenship and commitment to the community through service work.

**Prerequisites:**

Must be a member of CAAT (Cowley Activity Awareness Team)

**Controlling Purpose:**

This course is designed to help the student increase their knowledge concerning social issue awareness and the impact students have on the community, both locally and globally. Students will design, plan, and host events, for the student body that address social issues that affect student life and community involvement. Students will take place in off-campus community events that contribute to community livelihood in correspondence with the awareness theme, chosen by CAAT for that month.

**Learner Outcomes:**

Upon completion of the course, the student will be able to demonstrate health promotion initiatives verbally, in writing, and via personal actions. In addition, the student will be able to apply concepts learned from CAAT classes, to their social awareness activities and make connections between theory and life experience.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the

less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.

- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

**UNIT 1: CITIZENSHIP**  
 Outcomes: The student will participate in 110 hours of awareness initiatives per semester and have an understanding of the methods of social issues education and be able to discuss ideology concerning peer health education and its application to the larger community/region/nation/world.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Participate in various social awareness events.
						Participate in class-based leadership training experiences.
						Be a leader on campus for peers, as well as within the C.A.A.T. team to improve the overall understanding, and initiation of all aspects of health improvement.
						Be able to explain the C.A.A.T. mission statement to others who are interested in changing lifestyle choices.
						Express through written reflection the ability to review social awareness events for the purpose improving leadership skills and building quality improvement for the C.A.A.T. team.

**UNIT 2: INDIVIDUAL REFLECTION**

Outcomes: The student will be able to reflect in written and oral form regarding their service work and its impact in the community and their own coursework.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Relate individual experiences in peer education programs to leadership concepts.
						Express learning through written and oral reflection; through reflection journals and with the larger group during meetings.
						Be able to express through reflection the connection between theory and life experience.
						Participate in group discussions regarding peer education and health promotion.
						Participate more fully in courses using reflection to bring life experience to the coursework.
						Be able to demonstrate knowledge of awareness initiatives and their impact on the community level from a local and global perspective.

### UNIT 3: LEADERSHIP

Outcomes:: The student will develop leadership qualities as they continue through the four steps of this course giving them the ability to accept new challenges.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Show a willingness to be a leader in health promotion events intended to educate the general student body regarding a specific social topic.
						Democratically express ideas from a group.
						Show respect and openness for/across wide range of diverse groups of people.
						Develop leadership and networking skills within the local and global community to better serve the educational needs of the social environment.
						Be able to demonstrate in written reflection growth in the area of leadership.
						Responsibilities throughout the four sections of this course.

#### **Projects Required:**

Students are required to write critical reviews of each event and activity for the purpose of reflection and quality improvement.

#### **Textbook:**

There is no textbook for this class. The student needs to be prepared to read different articles from sources regarding health promotion.

#### **Materials/Equipment Required:**

Students must have a computer with Internet access.

#### **Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

#### **Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

#### **Maximum class size:**

Based on classroom occupancy.

**Course Timeframe:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.