



Peer Education Rubric

Peer Education at Rollins College develops well-trained and motivated students who lead their peers in informal and organized learning experiences which are aimed at educating students for personal and social responsibility as aligned with the academic mission of the College.

Dimension	5 ←	4	3	2 POST INITIAL TRAINING	1
Striving for excellence: developing a strong work ethic and consciously doing one's very best in all aspects of college	Reflects upon and integrates the importance of a strong work ethic and the conscious commitment to achieve one's best in all aspects of the college, as well as striving for excellence as a critical dimension of leadership and citizenship.	Creates a learning environment with peers where a strong work ethic and achievement are defined as community expectations in both social and academic realms of the college; Empowers peers to continually develop towards striving for excellence.	Adapts work ethic and achievement schematics to ever changing environments; the ability to analyze contexts and adapt behavior in response to different social and academic realms of the college.	Models a strong work ethic and a conscious commitment to achieve one's best in their peer educator role as well as the academic and social realms of the college.	Fails to Model: a conscious commitment to understanding and maintaining a strong work ethic and high level of achievement. Does not understand the expectations of the institution regarding striving for excellence in the academic and social realms.
Cultivating personal and academic integrity: recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honor code	Reflects upon and integrates the importance of a principled commitment to honor, in all formal and informal realms of the college, both personal and academic.	Creates high expectations of honesty when working with peers, in all academic and social realms. Ensures their commitment to being held and holding others accountable, both personally and institutionally.	Helps peers understand the reasoning behind honesty in the formal and informal realms of academic pursuit and living within the college community.	Models academic honesty as set in the academic honor code and by professors in their courses. Is beginning to understand the impact of (dis)honesty in personal relationship.	Engages in behavior that does not cultivate personal and academic integrity.
Contributing to a larger community: recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally	Reflects on an integrated sense of self and fully recognizes that acting on one's responsibility to educational, local, state and global communities is essential to a life of active citizenship, leadership and social justice. Making decisions in the best interest of self, others, and community becomes a habit.	Creates opportunities for others to contribute to the educational community and wider society through seamless experiences inside and outside of the classroom. Committed to social change and action on campus and in the greater community.	Adapts local, state and global engagement to pressing needs/opportunities of campus and outside community. Strives to participate in opportunities to personally give back to campus community educational and social environments.	Models behaviors and skills congruent with a volunteer. Participates in campus educational community and outside community building opportunities when it is required for a class, project or grade.	Does not actively participate in classroom activities or with peers in assignments, projects, or events; is a member of the Rollins community in enrollment only. Uninterested in local and global issues or how to be involved.
Taking seriously the perspectives of others: recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work	Behaves and communicates effectively and appropriately (based on one's intercultural knowledge, skills and attitudes) to achieve one's goals to some degree . Practices curiosity and discovery/Tolerates ambiguity and uncertainty. Reports incidents of inappropriate discriminatory, harassing and abusive behavior to proper authorities.	Creates a deep understanding and knowledge of culture, including context, role and impact of culture and others' world views. Refuses to initiate, participate or condone prejudice, discrimination and harassment. Practices openness. Is proactive. Acquires knowledge and skills to be able to interrupt prejudicial remarks and behavior.	Adapts an informed frame of reference and filter shift by understanding different communication styles and behavior as well as using the same in new cultural environments. Demonstrates professionalism in conduct and speech. Applies skills such as analyzing, interpreting, and relating to perspective, opinions and views of others. Practices empathy.	Models cultural self awareness by respecting human differences. Applying skills such as listening and observing others' perspectives, opinions and views.	Behaves and communicates ineffectively and inappropriately, lacking cultural sensitivity and competence. Ethnocentric views are apparent. Lack of empathy for people who are different.
Developing competence in ethical and moral reasoning and action: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life	Reflects a deep understanding of how value systems and ethical decisions enhance communities, understanding, and quality of life. Is able to articulate how dissonant views either offer opportunities for growth or for destructive conflict.	Creates an inclusive climate that respects others' rights, using awareness of self-identity and personal moral systems, while also striving to enhance the quality of life for self and others.	Adapts the rationale from these guidelines to address a novel situation or "gray area," by applying knowledge of clearly stated rules.	Models following rules, policies, and procedures related to the social and academic student role and duties	Fails to have read, inquired, or become acquainted with rules, policies, and procedures. Is ignorant of or unknowingly violates duties related to social and academic student role.