RESIDENT ASSISTANT CURRICULUM PROGRAMS
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General Programming Concepts

- Types of Programming - Active, Adopted, & Passive Programming
- Division of the semester
  - Three five week periods
  - Program from each category each period
- Assessment of Programs
  - Each program has set learning objectives
  - You serve as a coach
  - Hall directors assess the RA’s performance after each program
Foundations of the Programming Model

Eastern’s Core Values & Social Change Model

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Social Change Model

- **Social Change Model**
  - To enhance student learning and development in order for students to gain self knowledge and leadership competence.
  - To facilitate positive social change at the institution and in the community.

- **Three elements**
  - **Individual** – Intellectual growth, clarified values, career choices, personal and educational goals
  - **Group** – Effective communication, leadership development, healthy behavior, and meaningful interpersonal relationships
  - **Society** – Collaboration, social responsibility, productive lifestyles, and appreciating diversity
Passive Programs - Bulletin Boards!

- Due the 1st of the Month
- Challenge assumptions & cause residents to reflect
- Mandatory topics:
  - Bystander Intervention
  - Diversity/Inclusion (every month)
  - Financial Aid (Dates and Processes)
  - Important Academic Dates and Processes (Add/Drop etc…)
  - Gambling Awareness (once fall and March)
  - Health and Wellness
  - Dean’s Cup
  - Campus Involvement

- Other Sample topics:
  - Alcohol/Substance Abuse
  - Academic Success
  - Career Planning
  - Community Outreach and Service
  - Relationships (Roommate Issues)
  - Safety and Security
  - Sustainability/Green Initiatives
  - Life Skills

- Connected to one of your educational programs
RA Programs - 3 Programs every 5 Weeks

- Curriculum programs must occur in the first 8 weeks of the semester
- 1st Five Weeks:
  - Fall: August 27th-September 30th, Spring: January 14th-February 17th
  - 1 Social Program, 1 Educational Program, 1 Adopted Program
- 2nd Five Weeks:
  - Fall: October 1st-November 4th, Spring: February 18th-March 24th
  - 1 Social Program, 1 Educational Program (must focus on a different selection. Example: if they did an individual program the 1st five weeks, they do a group or society program), 1 Adopted Program
- Last Five Weeks:
  - Fall: November 5-December 7th, Spring: March 25th-May 1st
  - 1 RA Choice Program, 1 Educational Program (that focuses on the last component needed), 1 Adopted Program
- Mandatory Topics – anytime in the semester
Stage Based Curriculum - Overview

- **First Year Students**
  - diversity issues
  - financial literacy (2 topics)
  - interpersonal communication
  - roommate issues
  - study skills
  - time management
  - campus resources
  - selecting a major

- **Upperclassmen**
  - diversity issues
  - financial literacy (3 topics)
  - interpersonal communication
  - ethical decision making
  - leadership development
  - career building
  - resume writing
  - personal goal setting

**Other Mandatory Topics**
- Health and Wellness
- Gambling Awareness

These programs are covered by each residence hall staff as a whole. Topics with more than 3 objectives must cover three each semester and cover all of the objectives throughout the year.
Curriculum – Diversity and Inclusion (Society)

- Students will create and build their own definition of diversity.
- Students will demonstrate skills to advocate for various groups including race, ethnicity, etc.
- Students will connect campus resources to the topic of diversity.
- Students will reflect and articulate what makes them diverse.
- Students will reflect on their own identity and biases and share their thoughts.

Both
Curriculum – Financial Literacy (Individual)

- **Financial Aid – (First Year and Upperclassmen)**
  - Students will articulate deadlines and required documents for the FAFSA process.
  - Students will navigate the FAFSA application from beginning to end.
  - Students will differentiate between subsidized, unsubsidized, private and federal loan options.

- **Personal Budget – (First Year and Upperclassmen)**
  - Students will create a personal budget.
  - Students will identify opportunities to increase personal finances.
  - Students will identify basic opportunities to save/invest.
  - Students will describe the advantages and disadvantages of credit card use.

- **Debt Management – (Upperclassmen)**
  - **Goal** - Students will have an overall understanding of credit (including improving, managing, obtaining, etc.)
    - Students will articulate the various ranges of the credit score rating.
    - Students will articulate the various terms associated with debt management (e.g. Charge off, delinquency, on time payment).
    - Students will articulate the various resources for debt management.
Students will identify different types of non-verbal communication and active listening skills.

Students will demonstrate understanding of phone, email, and social media etiquette: Professional voicemail greetings and signatures, inappropriate statuses and pictures.

Students will gain knowledge about social networking and how it can impact on relationships: Ways to use Facebook/Twitter/LinkedIn properly and building a stronger network within your field of study/career interest.

Students will compare different types of language both positive and negative/word choice and meaning (respectful communication).

Students will develop an understanding on how to provide/receive appropriate feedback and constructive criticism: Understand the person’s personality and their level of openness with criticism without offending them.

Students will practice public speaking strategies and techniques.
Students will utilize the Roommate Expectation Form as a means to developing appropriate language, importance of communicating feelings, and creating a respectful environment.

Students will articulate the steps towards resolving a problem with their roommate such as using “I” statements.
Students will identify the location and role of key resources on campus along with their contact information.

Students will summarize how each office on campus can help them be successful in their college career.

Students will process scenarios in order to connect their learning of campus resources.
Students will state how to use their advisor and campus resources such as Career Services to pick a major.

Students will summarize paperwork, policies and deadlines to be used when selecting a major.

Students will use assessments to identify the best major and career interests.
Curriculum – Study Skills (Individual)

- Students will employ various study techniques such as effective note taking, effective study groups, organizing notes, etc.
- Students will connect successful study skills to being a successful student.
- Students will state the importance of planning their studying in regards to retention vs. not planning and cramming.
- Students will determine their learning style and how it can contribute to their effective study techniques.
- Students will state the importance of academic honesty and the effects of misconduct such as the importance of correct citations.
- Students will state the importance of utilizing professors’ office hours and resources on campus in order to get help if needed.
Curriculum – Time Management (Individual)

- Students will articulate 3 ways to keep their classroom/co-curricular activities organized such as calendar/alarm, use of technology, and to-do lists.
- Students will demonstrate an understanding of their syllabi in order to create an effective schedule.
- Students will create a class/study/free time schedule.
- Students will recognize when they have taken on too many responsibilities and articulate how to say no to new opportunities.

First Year
Students will articulate the definitions of values, morals, ethical differences, and integrity.

Students will articulate the definitions and differences of university ethics and general ethics (academic integrity).

Students will connect accountability to ethical decision making. (selfishness and withholding information).

Students will identify and practice 3 ways to control/combat peer pressure.
Residents will identify leadership opportunities both on and off campus.

Residents will employ effective public speaking skills.

Residents will differentiate between leadership styles and how they positively and negatively affect group dynamics.

Residents will demonstrate positive conflict resolution skills.

Residents will demonstrate cultural competency when leading a group.

Residents will identify the steps to successfully run meetings.
Curriculum – Personal Goal Setting (Individual)

- Students will articulate how to improve organization skills (scheduling and prioritizing).
- Students will be able to create and differentiate a long and short term goal using the SMART acronym - Specific, Measurable, Attainable, Relevant, Time-bound).
- Students will demonstrate how to utilize the SMART method to create long and short term goals.
- Students will identify resources available to assist with life after college.
- Students will demonstrate different strategies to create a back-up plan.
- Students will define what a goal is.

Upperclassmen
Students will determine what **internships, Co-ops, and fieldwork** are available.

Students will demonstrate proper **interview skills** and recognize **appropriate attire** (pre and post).

Students will gain skills on **social networking**, **social media**, and maintaining a personal and professional image while maintaining appropriate business etiquette.

Students will recognize **personal assessment tools** (*MBTI, Discover*) and where they can find them.

Students will create a **career development planning** and articulate 3 services provided by Career Services.
Curriculum – Resume Writing (Individual)

- Students will identify the components of a cover letter and resume.
- Students will create various types of resumes to meet the requirement of the position to which they are applying.
- Students will articulate professional etiquette when going through a job search process.
- Students will develop and appropriately use social media as part of the job search process.
- Students will look at job descriptions and relate their skills appropriately.