RA PROGRAMMING REQUIREMENTS FALL 2014
Contents

- General Programming Concepts
- Foundations of the Programming Model
  - Eastern’s Core Values
- RA Programming Model
  - 3 Educational, 1 Social, 2 Adopted
- Hall Director Programs
- Student Engagement
  - 5 Community Development Activities
  - RA-Resident One on Ones
- Timeline
- Programming Curriculum
General Programming Concepts

- Built on Eastern’s Core Values
- Streamlined – quality over quantity
- Educate not impart our value system
- Money where our mouth is
- Intentionality
- Facilitation versus presenting
## Foundations of the Model

### Eastern’s Core Values

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<td><strong>Academic Excellence</strong></td>
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Educational Programs

- Each RA Covers the Core Values
  - 1 Inclusion (diversity) every semester
  - Cover other Core Values throughout the year
    - May only get 5 of 6
- 3 Assessable Objectives or Outcomes
- Curriculum Topics Count for Educational Programs
  - Larger staffs spread Curriculum programs across entire staff throughout the year
Social Programs

- Why do we do them?
- Who is our primary audience?
- What makes a successful Social?
  - Interaction with fellow residents

- 1 Social per semester
  - During first 2 weeks of semester
- 2 Assessable Objectives
Adopted Programs

- **General info**
  - No Objectives, increased flexibility
  - Think Sponsorship. Promote and Bring
  - Minimum 4 residents, expectations set by HDs

- **Unity Wing program minimum One/semester**
  - Inter Cultural, Women’s Center, or Pride Room Program

- **Educational program**
  - Supervisors approval

- **CCE program**
  - Additional prep/work may be required
Hall Director Programs

- 2 All Hall Programs each semester
- Hall Director is manager &/or Facilitator
  - 1 Social in first 5 weeks
  - 1 Educational in next 5 weeks
  - Cover Curriculum Topic if 4 person RA staff
Student Engagement

5 Community Development Activities

- Engage our residents: meals, events on campus (educational or social), conversations in the common lounges, etc...
- Prior approval not required
- Expectations:
  - 4 residents, never same resident more than twice
  - There should be conversation during or after
  - No more than 2 meals
Student Engagement

- RA-Resident One on Ones
  - Engage our residents through genuine conversation
    - How’s it going?
    - How are things with your roommates?
    - How are your classes going?
    - Go to any good campus events recently?
    - Is there anything I can help with?

- Time period:
  - 20 residents: 1 month
  - 21 - 30 residents: 5 weeks
  - 31 - 40 residents: 6 weeks
  - 41 and above: 9 weeks
Student Engagement

- RA-Resident One on Ones & CDA - Documentation
  - Record Snapshot in FileMaker
    - No Concerns to Report Multiple Concerns
    - Academic Concern Other
    - Adjustment/Engagement Roommate Conflict (FYI required)
    - Mental Health Substance Abuse
  - Summary of conversation:
    General notes of conversation and any recommended action to the resident or HD
RA Programs – Semester Chunking

- Curriculum programs must occur in the first 8 weeks of the semester
- **1st Five Weeks:**
  - Fall: August - September 30th, Spring: January - February 14th
  - 1 Educational Program, 1 Social Program, 2 CDAs
- **2nd Five Weeks:**
  - Fall: October 1st - November 1st, Spring: February 15th - March 31st
  - 1 Educational Program, 2 CDAs
- **Last Five Weeks:**
  - Fall: November - December, Spring: April - May
  - 1 Educational Program, 1 CDA
- Adopted programs should occur in separate 5 week periods if possible
Questions & Clarification
RESIDENT ASSISTANT CURRICULUM PROGRAMS
Curriculum Programs

- Built on Eastern’s Core Values
- Streamlined – quality over quantity
- Raise awareness and impart knowledge not judgment
- Two tiered assessment
  - Time of program assessment?
  - Targeted delayed assessment?
## Eastern’s Core Values

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## Stage Based Curriculum - Overview

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<th>Fall</th>
<th>First Year</th>
<th>Upperclassmen</th>
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<tr>
<td></td>
<td>Campus Resource (Engagement)</td>
<td>Personal Goal Setting (Academic Excellence)</td>
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<td></td>
<td>Roommate Communication (Integrity)</td>
<td>Interpersonal Communication (Integrity)</td>
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<td></td>
<td>Study Skills (Academic Excellence)</td>
<td>Career Building (Engagement)</td>
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<td></td>
<td>Time Management (Academic Excellence)</td>
<td>Personal Budgeting (Engagement)</td>
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<td></td>
<td>Personal Budgeting (Engagement)</td>
<td>Health and Wellness* (Empowerment)</td>
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<td>Spring</td>
<td>Financial Aid (Engagement)</td>
<td>Financial Aid (Engagement)</td>
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<td>Interpersonal Communication (Integrity)</td>
<td>Ethical Decision Making (Integrity)</td>
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<td>Selecting a Major (Academic Excellence)</td>
<td>Leadership Development (Empowerment)</td>
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<td>Resume Writing (Engagement)</td>
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<td>Gambling Awareness (Integrity)</td>
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* Require a Speaker  
 Ask for RAs to request topics
Personal Budget – (First Year and Upperclassmen)

- Residents will create a personal budget.
- Residents will identify basic opportunities to save/invest.
- Residents will describe the advantages and disadvantages of credit card use.
Residents will identify the location and role of **key resources** on campus along with their contact information.

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

Residents will process scenarios in order to connect their learning of campus resources.
Residents will demonstrate effective roommate communication

Residents will be able to understand and utilize the Roommate Expectation Form

Residents will articulate the steps towards resolving a problem with their roommate such as using “I” statements.
Residents will employ various study techniques such as effective note taking, effective study groups, organizing notes, etc.

Residents will connect successful study skills to being a successful student.

Residents will state the importance of planning their studying in regards to retention vs. not planning and cramming.
Residents will articulate 3 ways to keep their classroom/co-curricular activities organized such as calendar/alarm, use of technology, and to-do lists.

Residents will demonstrate an understanding of their syllabi in order to create an effective schedule.

Residents will create a class/study/free time schedule.
Residents will be able to create and differentiate a long and short term goal using the SMART acronym - Specific, Measurable, Attainable, Relevant, Time-bound).

Residents will demonstrate how to utilize the SMART method to create long and short term goals.

Residents will articulate how to improve organization skills (scheduling and prioritizing).
Residents will identify different types of non-verbal communication and active listening skills.

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

Residents will compare different types of language both positive and negative/word choice and meaning (respectful communication).
Residents will determine what internships, Co-ops, and fieldwork are available.

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

Residents will create a career development plan and articulate 3 services provided by Career Services.
Curriculum – Health & Wellness (Upperclassmen)

- Outcomes can be determined under the direction of the Hall Director and/or outside facilitator of the program

- Possible models can be:
  - Alcohol or Drug Abuse
  - Body Image
  - Healthy Relationships
  - Mental Health Topics
  - Spirituality
  - Stress Management