Residential Education Model

Goals of Learning Model:
• To promote growth of personal understanding as well as a greater understanding of how to relate to and live with others.
• To provide opportunities which will challenge and support the development of each student as he/she progressively matures in both thought and action.
• To provide reflective activities for individuals as well as activities which create stronger communities.
• To connect academics to student life by providing reflective discourse.
• To provide a model that is consistent in its goals, but has flexibility for its methods within each area of campus.

<table>
<thead>
<tr>
<th>Self/Individual</th>
<th>Relations with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics:</td>
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</tr>
<tr>
<td>• Understanding of Self and Multiple Identities</td>
<td>• Friendships/Intimate Relationships</td>
</tr>
<tr>
<td>• Wellness/Balance</td>
<td>• Diversity/Understanding Others</td>
</tr>
<tr>
<td>• Alcohol &amp; Drugs</td>
<td>• Living with Others</td>
</tr>
<tr>
<td>• Planning/Life Skills</td>
<td>• Social Responsibility</td>
</tr>
</tbody>
</table>

Learning Independence

Learning Interdependence

Community Building
In addition to the above programmatic requirements, each community will have an activity designed to “build community” within it. Staff members are responsible for working with their RLC to create community building activities specific to their areas. These activities should be focused towards these goals: residents getting to know each other, residents learning to respect each other and their community, residents learning to communicate with each other and interact positively.

Each block:
• Put up a new bulletin board in your area. If it is geared towards one of the above topics, it can serve as a passive program. Your bulletin board should be more than just a place to post fliers.
• 1 community meeting with the goals of revisiting your community agreement, as well as getting information out from Residential Life (Health and Safety Inspections, Closing Info, Room Selection, etc)
• 1 Planned activity that you put effort into. This activity should have 1-2 learning objectives and should fit into one of the above categories.

Staff are encouraged to take advantage of activities occurring on campus. Rather than put a lot of planning into something like watching a movie or attending a lecture, the staff member should focus efforts on reflection afterwards and should guide a discussion that connects the activity to the students’ lives. A list of discussion questions/summary of the discussion should be provided with the program form to get credit for this.

Roommate/Apartmentmate Contracts
• Need to be done in all areas during first 2 weeks of school.
• In the apartments and other upperclass areas, HR’s/RA’s serve to spark the discussion. The written version is not required, unless your RLC requests it.
• Extra time spent with triple rooms and first year students

Community Agreements- First draft due first 2 weeks of school.
First Year Students

Self:
- Understanding oneself
  - Exploring interests
  - Exploring sexuality/sexual orientation
  - Being away from home/boarding school
- Wellness/Balance
  - Stress management
  - Exercise
  - Eating healthy and well
  - Time management
  - Spirituality
- Alcohol & Drugs
  - Learning personal limits- how much is too much?
  - Substance Free lifestyle
  - Exposure to the effects
  - Effects of Alcohol on sex

Planning/Life Skills
- Learning campus resources
- Study Skills
- Choosing classes
- Finding a support system
- Adjusting to the block plan

Relations with others:

Friendships/Intimate Relationships
- Choosing roommates/friends
- Learning about intimacy and sex
- Begin to define what kind of friends/relationships are desired

Diversity/Understanding Others
- Exposure to people/ideas different than own
- Reflection/discussion about difference
- Ideas challenged in class/community

Living with Others
- Living with a roommate
- Living in a wing community
- Learning basic positive confrontation skills
- Bathroom etiquette in a wing

Social Responsibility
- Learning college/community policies
- Recycling
- Voting
- Taking care of each other
Upperclass Students

Self:
Understanding oneself
- Reflect on how changed since first year
- Articulate beliefs to others
- Knows own strengths/weaknesses

Wellness/Balance
- Nutrition
- Hobbies/Leisure activities
- Balance work, relationships, school, etc
- Articulating personal needs effectively
- Spirituality

Alcohol & Drugs
- Social host liability
- Having a healthy 21st birthday
- Confronting friends with problems
- Seeing how alcohol/drugs affect others
- Effect of alcohol on sex

Planning/Life Skills
- Connecting life values with career values
- Creating an academic plan
- Life skills- money, credit, cooking, car maintenance
- Leading or being actively involved in a student organization

Relations with others:

Friendships/Intimate Relationships
- Recognize healthy/unhealthy relationships
- Understands what kind of friend/relationship is wanted
- Understands intimacy/needs of partner
- Can talk openly about sex and intimacy

Diversity/Understanding Others
- Understands own background
- Exposed to multiple perspectives and can appreciate them
- Understands how to be an ally and the importance

Living with Others
- Living in small groups- small house, apartment, suite
- Choosing roommates
- Dividing housekeeping tasks
- Effectively confront peers
- Living in a non-apartment setting, with younger students

Social Responsibility
- Ethics
- Civic engagement- community service
- Accountable for own actions
- Brings civic engagement home- connects to own personal behaviors
- Political awareness/involvement/understanding
By the end of the first year of living in Residential Life communities, a student should be able to:
- Read and understand the policies in the Pathfinder
- Bring concerns to his/her RA, HR or RLC in a positive way
- Talk with roommate(s) and community members effectively
- Make decisions about alcohol use
- Take responsibility for own actions when confronted
- Respond respectfully to staff members and peers
- Make decisions about sexual activity
- Have a greater understanding of how he/she is responsible for self instead of parents
- Begin to understand what qualities are important to him/her in a friend or partner
- Explored several areas of interest and selected some to pursue in college
- Have an understanding of the academic and personal resources at CC
- Select classes towards a major
- Be exposed to diverse ideas and people
- Have an understanding of hall staff roles—RA, cleaning, RLC, maintenance, etc
- Be exposed to life transitions- death/dying, etc.

By the end of the sophomore year, a student should be able to:
- Have a greater understanding of the policies and how he/she lives within them
- Confront peers in a living environment and resolve conflicts with the assistance of staff
- Make healthy decisions about alcohol use
- Take responsibility for own actions as well as the actions of guests
- Have a greater understanding of own needs within friendships and intimate relationships
- Come forward when he/she has information that can hurt someone or a community
- Lead or be actively involved in a student organization
- Declared a major
- Utilize campus resources when needed
- Choose roommate(s) with whom he/she can live with
- Confront friends who are making unhealthy decisions, with assistance
- Begin to have an understanding of personal ethics
- Begin to understand own political views and relation to community
- Lives civic engagement in residences- does not vandalize, etc.
- Understand how and when to get help for self if needed
- Manage own anger and emotions
- Manage own time
- Have an initial understanding of social host liability
- Apply for and get a job/internship

By the end of the junior year, a student should be able to:
- Have a healthy 21st birthday party
- Teach others about healthy drinking
- Study abroad and reflect on the differences between own experience and beliefs
- Appreciate the diversity of other ideas and experiences
- Confront friends and take responsibility for their actions when in his/her room/apartment
- Step forward and take responsibility for own actions
- Understand the reasoning behind policies and offer advice for improvement
- Develop a plan for beyond graduation
- Understand basics of saving and spending money, including credit
- Understand some basic life skills- cooking, cleaning, car repair, etc
- Understand how actions affect the CC and Colorado Springs community
- Participate in bettering the College and community