COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Education
   b. Department/Division: EDP
   c. Is there a change in "ownership" of the course? YES ☐ NO ☒
   If YES, what college/department will offer the course instead? 
   d. What type of change is being proposed? ☐ Major ☒ Minor
d (place cursor here for minor definition)
   e. Contact Person Name: Fred Danner
   f. Requested Effective Date: ☐ Semester Following Approval ☐ Specific Term: ______

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: EDP 518
   b. Full Title: Mental Hygiene
   Proposed Title: Contemporary Topics in University Residential Living
   c. Current Transcript Title (if full title is more than 40 characters): 
   Proposed Transcript Title (if full title is more than 40 characters): Topics in Residence Life
   d. Current Cross-listing: ☐ N/A OR Currently¹ Cross-listed with (Prefix & Number): ______
   Proposed – ☐ ADD² Cross-listing (Prefix & Number): ______
   Proposed – ☐ REMOVE²,³ Cross-listing (Prefix & Number): ______
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁴ for each meeting pattern type.
   Current: _____ Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study
   _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
   _____ Seminar _____ Studio _____ Other – Please explain: ______
   Proposed: _____ Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study
   _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
   _____ Seminar _____ Studio _____ Other – Please explain: ______
   f. Current Grading System: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail
   Proposed Grading System: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail
   g. Current number of credit hours: 3 Proposed number of credit hours: 3

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¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.
*…for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 2/15/09]
**COURSE CHANGE FORM**

h. Currently, is this course repeatable for additional credit?  
   | YES □ | NO ❑ |

   Proposed to be repeatable for additional credit?  
   | YES □ | NO ❑ |

   If YES: Maximum number of credit hours:       
   | □ □ □ □ |

   If YES: Will this course allow multiple registrations during the same semester?  
   | YES □ | NO □ |

i. Current Course Description for Bulletin:  
   A general orientation to the subject of mental hygiene, its historical development, its scope and relation to various sciences. The individual and cultural determinants of behavior will be discussed.

Proposed Course Description for Bulletin:  
An exploration of topic areas such as conflict mediation, crisis management, communication skills, student development theories, and wellness designed to provide new Resident Life Advisors with the skills and knowledge essential for being successful.

j. Current Prerequisites, if any:  
   PSY 100, PSY 215, or EDP 202

   Proposed Prerequisites, if any:  
   PSY 100, PSY 215, or EDP 202 and must be a Residence Life Advisor

k. Current Distance Learning (DL) Status:  
   □ N/A □ Already approved for DL* □ Please Add* □ Please Drop

   *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box □) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any:  
   □ Community-Based Experience □ Service Learning □ Both

   Proposed Supplementary Teaching Component:  
   □ Community-Based Experience □ Service Learning □ Both

3. Currently, is this course taught off campus?  
   | YES □ | NO ❑ |

   Proposed to be taught off campus?  
   | YES □ | NO ❑ |

4. Are significant changes in content/teaching objectives of the course being proposed?  
   | YES □ | NO ❑ |

   If YES, explain and offer brief rationale:

   This course has been centered around and restricted to those employed by Residence Life for approximately 20 years. As a part of a general restructuring of all of our courses, we are finally getting around to changing the name and course description to match its actual content.

5. Course Relationship to Program(s).

   a. Are there other depts and/or pgms that could be affected by the proposed change?  
      | YES ❑ | NO □ |

      If YES, identify the depts. and/or pgms: UK’s Office of Residence Life

   b. Will modifying this course result in a new requirement for ANY program?  
      | YES □ | NO ❑ |

      If YES, list the program(s) here:       

6. Information to be Placed on Syllabus.

   a. Check box if changed to 400G or 500.  
   If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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* You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

7 In order to change a program, a program change form must also be submitted.
### COURSE CHANGE FORM

**Signature Routing Log**

**General Information:**

Course Prefix and Number: EDP 518  
Proposal Contact Person Name: Fred Danner  
Phone: 257-7878  
Email: fdanner@uky.edu

**INSTRUCTIONS:**
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP</td>
<td>11/05/10</td>
<td>Fred Danner / 257-7878 / <a href="mailto:fdanner@uky.edu">fdanner@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Courses and Curricula</td>
<td></td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Committee</td>
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<td>/</td>
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</tbody>
</table>

**External-to-College Approvals:**

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Colleges Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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*Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09
EDP 518: Contemporary Topics in University Residential Living

Class Time and Location:
Lecture 001  Mondays 3:00-4:15 pm  CB 204
Lecture 002  Tuesdays 3:30-4:45pm  CB 204
DG 001  Wednesdays 9:00-10:00am  New North classroom
DG 002  Wednesdays 10:00-11:15am  Smith Hall classroom
DG 003  Wednesdays 3:00-4:15pm  Haggin Hall Study Room
DG 004/005  Thursdays 10:30-11:45am  Smith Hall classroom
DG 006  Thursdays 2:30-3:45pm  Ingels Hall classroom
DG 007  Fridays 2:00-3:15pm  Commons 308B

RA Class Coordinator:
Name: Lisa Lockman
Office: 318 Commons
Phone: 859-257-9702
Email: lisa.lockman@uky.edu
Office Hours: by request

DG Instructor:
Name:
Office
Phone
Email
Office Hours

Class Assistant:

Course Learning Outcomes
This course is designed to provide new Resident Advisors with the knowledge and skills essential for being successful in their new position, especially as it pertains to creating inclusive residential communities that promote student learning and personal growth. Through the duration of this course new Resident Advisors will be able to:

1. Understand community development and the LEADBLUE principles
2. Develop competencies for interacting with students in the capacity of being an RA
3. Demonstrate basic knowledge of factors that impact students’ success at college and ways in which RAs can support their success.
4. Obtain necessary information about campus resources that address residents’ needs
5. Develop an understanding of the mission and philosophy of the Office of Residence Life

Course Expectations:
1. Attend Class
2. Be prepared
3. Ask questions
4. Participate in class discussions and activities
5. Connect with your fellow staff members
6. Turn off your cell phone
7. Respect viewpoints and ideas that are different from your own.

It is our expectation that you come prepared to be engaged in honest conversation with your peers and your instructors and participate in both group and individual projects, papers and other assignments. This class is a grade-baring academic course and course work will reflect this standard. It is expected that students in this class will have strong written, verbal and non-verbal communication skills.
**Communication:**
Blackboard will be used during the class. You will need your Link Blue account to use Blackboard. If a student needs accommodation because of a valid limitation that impedes use of Blackboard (e.g. disabilities) he or she should communicate those needs to their instructor. All course information will be available on Blackboard.

**Attendance Policy:**
Attendance will be taken at each class session. You are expected to attend all class sessions (both lecture and small group) each week.

**Excused Absences:** For excused absences, you must request to be excused via email within 24 hours of the absence. Excused absences may include documented illness or academic conflicts. If you have an excused absence you will be given the opportunity to complete a make-up assignment to earn the lost participation points. Absences will be excused at the instructor’s discretion. You will need to make arrangement to submit assignments that are due during that class session.

**Unexcused Absences:** Unexcused absences will result in the loss of 5 participation points for that class session. Sitting desk, floor programs, and study sessions for other classes are considered unexcused absences. Assignments due, such as missed journals, projects or papers during an unexcused absence may be turned in late for a lower grade.

**Tardiness/Leaving class early:** Lateness will be noted on the attendance record and will result in a deduction from your overall class participation grade.

**Resignation/Termination:** if you are terminated or resign from your RA position while enrolled EDP 518, you will not be allowed to continue in the class and we will contact your advisor to withdraw you from the course.

Three or more unexcused absences will result in a letter of reprimand placed in your employment file. This information may also be used in assessing your overall performance in your Resident Advisor position.

**Participation Policy (5 points per class session; 100 points total):**
Active participation in class is essential. Your work in discussion groups, class discussions, interactions with instructors both in and out of class, and general attentiveness throughout the semester will be considered into your final grade. Participation may also include any miscellaneous assignments given out by your discussion group instructor (in addition to the assignments listed below). Five participation points are possible for each class session. Points will be deducted for tardiness, leaving class early, not engaging with the class speakers or small group instructors, or creating class disruptions.

Please note: in order to show respect for guest speakers, the use of cell phones and computers will not be permitted during lecture and discussion group class meetings.

**Participation Point Breakdown:**

**Base Points:**
- **5 pts.** = Exemplary participation.
- **4 pts.** = Voluntary, some active participation without being called on.
- **3 pts.** = Participation only when called upon by an instructor or presenter.
- **1-2 pts.** = Student attended class but did not actively participate.
- **0 pts.** = Excused Absence
- **-5 pts.** = Unexcused absence

**Tardy:**
For every five minutes, 1 point is deducted from the base points earned. Missing 25 minutes or more of class = 0 points for the day.

For example:
- 5 minutes = 1 pt. deduction
- 10 minutes = 2 pt. deduction
- 15 minutes = 3 pt. deduction
- 20 minutes = 4 pt. deduction
- 25 minutes = 5 pt. deduction
**Leaving Class Early:** *(Students should never leave class early without the instructor’s permission.)*

For every five minutes, 1 point is deducted from the base points earned. Missing 25 minutes or more of class = 0 points for the day.

For example:
- 5 minutes = 1 pt. deduction
- 10 minutes = 2 pt. deduction
- 15 minutes = 3 pt. deduction
- 20 minutes = 4 pt. deduction
- 25 minutes = 5 pt. deduction

**Other Points May be deducted for the following (please reference class instructor):**
- Doing other work during class; Passing notes; Noise or disruptions; Sleeping; Noticeably not paying attention; rude behavior; and Packing up before class has been dismissed.

**Evaluation of work:**
A grade of C or better is considered successful completion. Successful completion of the RA Class is required to maintain your position as a Resident Advisor. Please be aware that if you receive a grade of D or E, this can result in your termination from your Resident Advisor position. Please note: we do NOT round up to the nearest percentage point. All grades are calculated based on the overall points earned. Letter grades will be calculated on the following scale:

<table>
<thead>
<tr>
<th>Points Breakdown:</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Participation:</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Campus Issues/Topics:</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td>Journals:</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Crisis Inventory</td>
<td>10 points</td>
<td>5%</td>
</tr>
<tr>
<td>Community Mapping 1</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Community Mapping 2</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Resume</td>
<td>40 points</td>
<td>15%</td>
</tr>
<tr>
<td>Capstone Reflection</td>
<td>50 points</td>
<td>15%</td>
</tr>
<tr>
<td>Total points</td>
<td>410 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Written Assignment Policy:**

All assignments and projects must be submitted on time and at the beginning of the class session. Assignments turned in after the beginning of small group will be counted on the next day. Late papers will be dropped one letter grade per working day. All assignments must be typed, double spaced, use an appropriate font (such as Times New Roman size 12) and be stapled. Margins should be no greater than 1 inch. Your course work should demonstrate a working command of the English language including correct grammar, spelling and sentence structure. You must edit and proofread your work prior to submitting it. You are encouraged to use the Writing Center.

Note: If a written assignment is deemed unacceptable in terms of satisfying the specified expectations established in the syllabus and on Blackboard, the instructor will assign a grade for the written assignment. If the student does not agree with the grade based on a legitimate discrepancy, he/she should immediately contact their discussion group instructor to seek resolution. If a satisfactory resolution is not evident, the student may petition the RA Class Coordinator within seven business days of receiving the grade.

Written papers should follow APA style. For more information please see writing information posted on Blackboard.

**Confidentiality:**
Conversations, stories and/or personal experiences should not be shared with those outside of class. We hope that the small group environment will allow you time to process through problems and issues that you are facing. Please be aware, that if your small group instructor has a concern about issues that you present in class, they have the ability to talk to your Hall Director about that concern.
**Academic Accommodations:**
Students with Special Needs: Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, or email Mr. Jake Karnes at jkarnes@uky.edu.

**Academic Honesty:**
Academic honesty is fundamental to the activities and principles of any university, and there are serious consequences for plagiarism and cheating. Please familiarize yourself with the portion of UK’s student code that addresses academic offenses, beginning with section 6.3.0 found at http://www.uky.edu/StudentAffairs/Code/part2.html.

It is my expectation that the work you submit is a clear and truthful representation of who you are as a student, not someone else. Cheating, plagiarism, fabrication of material, facilitation of academic dishonesty, and misrepresentation will not be tolerated. IF you need an extension on a due date, please talk your small group instructor before the assignment is due and we will work out an extension. When in doubt, always cite your work.

**Course Assignments:**

**Campus Issues/Topics (5 points)**
Part of being a good RA is to be a good resource for your residents—understanding their needs and being aware of campus issues and events. We will take time at each discussion group session (about 10 minutes) to discuss current events on UK’s campus and the impact on students. At the beginning of the semester you will choose a date to be one of the presenters for a campus issue/topic. When it is your week, you must bring a topic that is relevant to the UK student body. There are many things that you can think about in selecting your topic—politics, university services, pop culture, or events taking place. Be prepared to talk about the facts related to it, university opinions, and how it could affect Residence Life. In order to earn the full points possible, you must show the following (one point for each):

1. Ability to initiate discussion—did you pose the question to get the group started?
2. Creativity—did you engage your peers in the discussion
3. Did you facilitate the discussion well?
4. Does the topic/issue you chose relate to UK students?
5. Did you consider/discuss how it is related to university opinions and how it could affect Residence Life?

**Crisis Inventory— first draft due at first lecture (8/30-8/31) Final submission of the assignment with your supervisor’s signature is September 22-24 (at your discussion group) (10 points)**

The purpose of this assignment is to help you assess your comfort level with potential crisis situations. We will also use this information to help design our second session with Dana Macaulay.

1. Complete the crisis inventory and bring it to the first lecture on either Monday, August 30th or Tuesday, August 31st. You will receive them back at your next discussion group meeting.
2. Meet with your current supervisor to discuss your inventory and brainstorm ways in which you can gain the information you need to become more comfortable.
3. Your supervisor must then sign your Crisis Inventory sheet to indicate to your instructor that the conversation has happened. Your supervisor’s signature is needed in order to receive credit for this assignment. Turn in the signed inventory at discussion group September 22-24.

**Journals (50 points total; 10 points per journal)**
There are a total of 5 journals due during the course of the semester. Our goal with the journal assignment is to encourage critical thinking and personal reflection. Some journals will ask you to respond to a series of questions to help you think about current topics or your own personal values and reactions. Journal responses can vary in length from half a page to multiple pages. Journals should be no shorter than 1-2 paragraphs, but please make sure to answer the questions thoroughly. Journals can be submitted by typed hard copy, or via attachment to an
email. All journals are due at the beginning of the discussion group.

Here is the grading rubric for the journals:

10 points—student has demonstrated significant reflection and critical thinking on the journal topic; students’ own ideas are clearly and concisely articulated and have incorporated class discussion into their writing.

8-9 points- student has demonstrated adequate reflection and critical thinking on the journal topic; students’ own ideas are clearly articulated and have incorporated some class discussion into their writing.

6-7 points- student has demonstrated moderate reflection and critical thinking on the journal topic; students’ own ideas are articulated to some degree, and have incorporation little or no class discussion into their writing.

3-5 points—student has demonstrated some reflection and critical thinking on the journal topic; students’ own ideas are articulated too little extent, and have not incorporated class discussion into their writing.

1-2 points- student has demonstrated little or no reflection and critical thinking on the journal topic; students’ own ideas have not been articulated, and have not incorporated class discussion into their writing.

0 points—student has not turned in or completed the assignment.

Journal Topics

Journal 1 (Choose One) Due at Discussion Group September 1-3

1. How do you define leadership? What does leadership mean to you? What other leadership experiences are you involved with outside of residence life, and how have those influenced your position as an RA?

2. Consider the expectations of the RA role in LEADBLUE. In what areas are you most excited for, and why? What areas are you most apprehensive about, and why?

Journal 2 (Choose one) Due at Discussion Group September 15-17

1. How do you define values and ethics? Are these the same or are they different? How are they the same or how are they different?

2. As you become immersed in your responsibilities as a Resident Advisor, it is often the case that you are forced to question preconceived notions, personal standards, and expectations. Has there been a particularly perspective-changing situation or experience? If so, what happened and how did you process this experience? If not, how do you plan to balance the expectations of the job with your own code of ethics and standards?

Journal 3 (Choose One) Due at Discussion Group September 29-October 1

1. What sort of confrontations have you had with students up to this point? How have they gone? What would you change if you could go back and do it again?

2. As Resident Advisors, sometimes you may be called upon to enforce a policy or complete a task that you disagree with, (i.e. the smoking ban). What do you think are the best ways to approach such situations?

3. Think of a time when you or someone you know has been resistant to those in authority. Briefly describe the situation. How did you or their attitude affect the situation? What were the outcome and what lessons if any were learned from this resistance? Now that you are an RA and viewed as an authoritative figure within your building, how can you effectively work with students who are resistant to listening and or following the rules for living on campus?
Journal 4 (Choose One) Due at Discussion Group October 13-15

1. Watch or screen a movie that is an example of some sort of community. Then write a reaction to the movie. Possible movies to consider:

**College/University Related:**
- Old School
- Van Wilder
- Son in Law
- Accepted
- Legally Blonde
- PCU
- Dead Poets Society
- Deadman on Campus
- American Pie 2
- Mona Lisa Smile
- Higher Learning

**High School Related:**
- Loser
- Orange County
- Superbad
- American Pie
- Nick and Nora’s Infinite playlist
- Ferris Bueller’s Day off
- Breakfast Club
- School Ties

Possible prompts for your journal:
- Write a brief plot summary and compare to your current community.
- Write a brief summary of how college/community was depicted in the film and how this compares to your community.
- Write an analysis of how the film’s representation was like or unlike your own college experience and/or your floor community.

Journal 5 (Choose one) Due at Discussion Group October 27-29

Answer one of the following questions:

1. Reflect back on the book Zeitun and discuss one of the following components of the QLC assignment (minimum of 2 paragraphs for this choice)
   - Q= Quote What is your favorite quote from the book
   - L= Life Lesson What life lesson have you taken away from the book
   - C= Character What character or person from the book do you identify with and why?

2. The University has embraced the Common Reading Experience as a way to provide an opportunity for members of the university to connect and have frank and open discussions about topics that may normally be difficult to do so with. In your opinion, do you think the CRE achieves these goals? How can the program be improved? Be creative!

3. By this time of the semester you should have had the opportunity to complete at least one Not in Our Halls or Explore and Understand Differences program. Discuss what you did for this program and why you chose it. How did the program turn out?

Community Mapping part 1 due at Discussion Group September 8-10 (50 points)
The ultimate goal of this assignment is to assist you in assessing the community on your floor so that you may get to know your residents, plan programs tailored to their needs and likes, identify students with special needs, and identify leaders. This assignment has two parts: A) The physical drawing of your community and B) notes
regarding your community. The more information that you include on your map and in your notes, will help you stay connected with your residents during the course of the semester (You will revisit this assignment towards the end of the semester as well). The grading rubric for the community mapping assignment is:

**Part A: The Map - 20 points:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labeling each resident's name, major room number and at least 1 interest</td>
<td>10</td>
</tr>
<tr>
<td>Identification of early leaders on the floor</td>
<td>5</td>
</tr>
<tr>
<td>Utilization of creativity</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Draw a map of your floor on poster board or newsprint. Be sure to include the physical layout of your floor (lobby areas, doors between hallways, kitchen areas, etc) and any unique characteristics (public baths, suite style rooms, etc).
2. Identify the residents of each room/suite by writing their names and room numbers.
3. Identify at least 1 interest for each resident
4. What residents are you concern about? Potential problems?

**Part B: Written observation - 30 points:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>A description of your community based on the questions below</td>
<td>5</td>
</tr>
<tr>
<td>A description of how you will address the needs of your community</td>
<td>5</td>
</tr>
<tr>
<td>Overall Content</td>
<td>5</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>5</td>
</tr>
<tr>
<td>Conclusion</td>
<td>5</td>
</tr>
</tbody>
</table>

Use your observations, conversations and community interest survey to help guide you through the following questions and then write a 1-2 page paper about your community. Overall the following question should be answered: **What can you do as an RA in helping develop and meet the needs of your community?**

1. Discuss the different groups on your floor---what is the make-up of your residents? Are they all first year students? Do you have upper class students? Are most of your students from Kentucky? Do you have any residents from out-of-state? International students?
2. What subgroups have you seen starting to develop on the floor? Are these positive or negative?
3. Which students do you have the most difficulty interacting with? Why?
4. What does your community map show you as the problems or barriers towards developing your floor community?
5. What are some of the goals or specific plans that you have for your community this semester?

**Community Mapping Part 2 due November 3-5 (100 points)**

In the second part of this assignment you will revisit your original community map and update it to reflect how your floor looks now, towards the end of the semester. The grading rubric for part 2 is:

**Part A: The Map - 40 points:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating resident information</td>
<td>20</td>
</tr>
<tr>
<td>Identification of formal and informal leaders</td>
<td>10</td>
</tr>
<tr>
<td>Identification of social groups and interests</td>
<td>5</td>
</tr>
<tr>
<td>Utilization of creativity</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Draw a map of your floor on poster board or newsprint (or update your first map). Be sure to include the physical layout of your floor (lobby areas, doors between hallways, kitchen areas, etc) and any unique characteristics (public baths, suite style rooms, etc).
2. Identify and Update the residents of each room/suite by writing their names and room numbers. Who has moved on/off the floor?
3. Choose a symbol to identify the formal leaders (hall government, RSA, floor reps, etc).
4. Choose another symbol to identify the informal leaders (people who don't have an official position, but
still exert either positive or negative influence on the floor).
5. Draw lines between people who spend a lot of time together (eating, socializing, watching TV together, playing sports, etc).
6. Draw lines of most frequent interaction from the RA room to student rooms. Identify with a separate type of line the students who visit you frequently.

Part B: Written observations- 60 points:
Utilize your first written observations to update the information about your community and write a 1-3 page paper about your community, answering the questions listed below. Please be clear in regards to what content is from part 1 and the new information for part 2 of the assignment.

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
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<tr>
<td>Updating your community description</td>
<td>20</td>
</tr>
<tr>
<td>How you interact with your residents</td>
<td>20</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
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<tr>
<td>Grammar and Mechanics</td>
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1. Update the different groups on your floor---what is the make-up of your residents? Are they all first year students? Do you have upper class students? Are most of your students from Kentucky? Do you have any residents from out-of-state? International students?
2. What leaders (both formal and informal) have stepped forward this semester?
3. Which subgroups have the most impact on the atmosphere of the community? Is it positive or negative?
4. What has been your role relating to the leaders?
5. Which subgroup represents the most diversity in people and behaviors?
6. What is your role in relating to all the different subgroups on the floor?
7. What residents have presented challenges this semester?
8. How well does your floor reflect the kind of community you had hoped for?
9. How realistic were the goals and plans that you had for your community this semester? Have you been able to realize them?

Resume final copy due at Discussion Group week of October 27-29 (40 points)

1. Bring a copy of your current resume to lecture on October 25th or 26th. (Marketing the RA position) and we will do peer reviews of the resumes.

2. Based on the information from lecture and the peer reviews, update your resume and turn in at your Discussion Group October 27-29

This assignment will allow you to apply the principles learned throughout RA Class and prepare you for future career development. You should create a one page resume highlighting your employment and leadership/volunteer experience and the skills and experiences gained from each of them. The resume should be the requisite quality needed when applying for an internship or professional position. Then you will update your resume based on this session and turn in a final copy at your discussion group October 27-29. The grading rubric for the resume assignment is:

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
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<tbody>
<tr>
<td>Format and Layout</td>
<td>10</td>
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<tr>
<td>Style</td>
<td>5</td>
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<tr>
<td>Content</td>
<td>15</td>
</tr>
<tr>
<td>Grammar/Vocabulary</td>
<td>5</td>
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<tr>
<td>Mechanics (spelling, punctuation, capitalization)</td>
<td>5</td>
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</tbody>
</table>

Capstone Reflection paper 50 points
Throughout the course of the semester as a new RA, you will undergo a great deal of personal growth. As this process occurs, make notes and be self-aware as to the changes and challenges you face. At the end of the
In your semester, you will articulate this process in a 3-4 page paper (750-1000 words). Your paper will be graded on the following:

1. Overall style of paper (meets writing assignment requirements)  
2. Content—High quality content, demonstration of reflection and learning  
3. Answered all of the questions below  
4. Spelling and Grammar

The following questions must be answered in your paper:
1. What was your perception of the RA role when you started the RA job?
2. How has your perception of the RA role changed?
3. Discuss one of your first programs—how did it feel going through the planning and implementation of the program and then how did you assess the program?
4. What is your honest assessment of how the semester has gone? What are areas that you would like to improve?
5. If you are planning on being a RA next semester, what are your goals for the next semester? In order to meet these goals, what behaviors and attitudes do you need to change/add/remove?

Class Sessions

Wednesday-Friday, August 25-27 Discussion Group 1: First Class Session/ Intro to the Class  
Assignment due: none  
Assignment for next class: complete Crisis Inventory and bring to lecture on August 30 or August 31

Monday/Tuesday, August 30-31 Lecture 1: Professionalism/Programming  
Guest Speaker: Susan Wilton  
Assignment due: Crisis Inventory due  
Reading due for class: Review Staff Manual page G 2, Paperclip Article: Email Etiquette and Gossip  
Assignment for next class: Journal 1 due at beginning of Discussion Group

Wednesday-Friday, September 1-3 Discussion Group 2: Leadership and the new RA  
Assignment due: Journal 1  
Reading due: Articles: Being a Positive Role Model and Leadership Skills

Monday/Tuesday, September 6-7: NO LECTURE  
Assignment due for next class: Community Mapping part 1

Wednesday-Friday, September 8-10 Discussion Group 3: Open topic or Group Dynamics  
Assignment due: Community Mapping part 1  
Reading Due: ask your Discussion Group instructor

Monday/Tuesday, September 13-14 Lecture 2: Crisis Response Revisited  
Guest Speaker: Dana Macaulay  
Reading due: Review section J in the manual and How to Ask for Help Article  
Assignment due for next class: Journal 2 due at beginning of Discussion Group

Wednesday-Friday, September 15-17 Discussion Group 4: Ethical Decisions  
Assignment due: Campus Topic discussion, Journal 2  
Reading Due: Articles Integrity; Keeping your Word; Managing Staff Friendships  
Assignment for next Class: Read articles on Creating an Inclusive Community and the Art of Civility

Monday-Tuesday, September 20-21 Lecture 3: Understand and Explore Differences  
Guest Presenter: Counseling Center  
Reading due: articles on Creating an Inclusive Community and the Art of Civility
Assignment for next class: Crisis Inventory with supervisor’s signature

Wednesday-Friday, September 22-24 Discussion Group 5: Not in Our Halls
Assignment due: Campus Topic discussion, completed Crisis Inventory
Assignment for next class: read articles on Distressed Students and Being a Helper

Monday-Tuesday, September 27-28 Lecture 4: Mental Health Issues on Campus
Presenter: Counseling Center
Assignment due: read articles on Distressed Students and Being a Helper
Assignment for next class: Campus Topic discussion, Journal 3 due at beginning of Discussion Group

Wednesday-Friday, September 29-October 1 Discussion Group 6: Open Topic
Assignment due: Journal 3, Campus Topic discussion
Assignment for next class:

Monday-Tuesday, October 4-5 Lecture 5: Talking to Students about Academics
Presenter: Marianne Lorensen and Trisha Montgomery
Assignment due:
Assignment for next class: campus topic discussion,

Wednesday-Friday, October 6-8, Discussion Group 7: Academic Check points
Presenter:
Assignment due: Campus topic discussion
Assignment for next class:

Monday-Tuesday, October 11-12 Lecture 6: Sleep Psychology
Presenter: Academic Enhancement staff
Assignment due:
Assignment for next class: Journal 4 at beginning of Discussion Group, Campus topic discussion read the article Maintaining Life Balance

Wednesday-Friday, October 13-15 Discussion Group 8: Self Care and Balance
Presenter:
Assignment due: Journal 4, Campus topic discussion
Reading due: article on Maintaining Life Balance
Assignment for next class:

Monday-Tuesday, October 18-19 NO LECTURE –MIDTERM WEEK

Wednesday-Friday, October 20-22 NO DISCUSSION GROUPS—MIDTERM WEEK
Assignment for next lecture: bring a copy of your current resume
Assignment for next discussion group: Journal 5 due at beginning of Discussion Group, campus topic discussion

Monday-Tuesday, October 25-26 Lecture 7: Marketing the RA Position
Presenter: Lisa Lockman
Assignment due: bring a copy of your current resume
Assignment for next class: Journal 5, revised resume

Wednesday-Friday, October 27-29 Discussion Group 9: Open Topic
Presenter:
Assignment due: campus topic discussion, Journal 5, revised resume
Assignment for next class:

Monday-Tuesday, November 1-2 Lecture 8: Last Lecture
Presenter: Lisa Lockman
Assignment due:
Assignment for next class: Campus Topic discussion, Community Mapping part 2
Wednesday-Friday, November 3-5 Discussion Group 10: Open Topic or Staff Dynamics
Presenter:
Assignment due: Community Mapping part 2, campus topic discussion
Assignment for next class: Capstone reflection paper

Wednesday-Friday, November 10-12 Discussion Group 11: Final Class
Assignment due: Capstone Reflection paper