Residence Life Programming Mission and Learning Outcomes

Residence Life at Emory & Henry College develops and implements programs that foster an inclusive, nurturing, and challenging community in which all students have the opportunity to engage in integrated and transformative learning which prepares them to be productive citizens of a global society and develop a lifelong commitment to learning and personal wellness. Students are encouraged to take ownership of their personal and intellectual development and be accountable to themselves, each other, and the community by achieving the following goals:

- Students persist and achieve academically
- Students communicate effectively
- Students appreciate and respect diversity
- Students promote and practice wellness
- Students solve problems creatively
- Students lead with integrity
- Students serve the local and global community
- Students live life with passion and compassion

Residence Life Programming: Residence Life Curriculum

The Residence Life Programming Model is a product of the Residence Life Curriculum and seeks to achieve the four curriculum goals: Academic Success, Cultural Competency, Effective Community Engagement, and Intrapersonal Development.

Residence Life Programming: E&H Core Curriculum

The overarching aim of the Residence Life Curriculum and Programming Model is to support the strategic plan and curricular goals of the College. Therefore, programming will center on these Core Curriculum themes: Know Thyself, Connect, Serve, Explore, Apply, and Be Strong.

Theory Connected to the Residence Life Programming Model

Marsha Baxter Magolda’s Four Dimensions of Learning (Parallels QEP):

- Cognitive competence (Inquire) - Knowledge of key ideas, facts, dates and places
- Interpersonal competence (Connect) - Communication skills and relationships with others
- Intrapersonal competence (Reflect) - Understanding ones emotions, decisions and actions
- Practical competence – (Apply) Learning through experience or practice
Baxter-Magolda believes that students should be challenged in an environment that provides support structures to achieve complex lifelong learning. Using each of these areas can assist in providing the challenge that our students’ need for a well-rounded educational experience.


**Boyer’s Principles of Community**

- **Purposeful**: A college is an educationally purposeful community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.
- **Open**: A college is an open community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.
- **Just**: A college is a just community, a place where the sacredness of the person is honored and where diversity is aggressively pursued.
- **Disciplined**: A college is a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.
- **Caring**: A college is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.
- **Celebrative**: A college is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

*Taken from Ernest L. Boyer’s Campus Life: In Search of Community, 1990*
Programming Model

Hall Programming

August: "Know Thyself": This program should allow residents to understand how they fit into the overall community. Personality inventories are helpful tools with such programs.

September: "Be Strong": This program will help residents value and pursue the benefits of physical fitness, balance in classwork and recreation, and psychological well-being.

"Apply": This program will help residents explore opportunities to apply what their learning to internships and summer employment. The Director of Career Services is a good resource.

October: "Explore": This program should help residents prepare for advising and preregistering for spring courses. The Academic Advisor in the PRC is a good resource.

November: "Connect": This program will help residents better understand and appreciate diversity of cultures, identities, and belief systems.

January: "Serve": This program should involve a campus community service project and introduce residents to our culture of service. The Coordinator of Service Programs in the Appalachian Center for Civic Life is a good resource.

February: "Apply": This program will help residents explore opportunities to apply what their learning to internships and summer employment. The Director of Career Services is a good resource.

"Explore": This program should help residents prepare for advising and preregistering for spring courses. The Academic Advisor in the PRC is a good resource.

March: "Connect": This program will help residents better understand and appreciate diversity of cultures, identities, and belief systems.

April: Program of Your Choice: This program may reflect a topic of your choice; however, as always, RAs are encouraged to program around the hall’s interests and needs.

*RAs may always plan and implement more than the required number of programs.
Passive Programming

Passive programs allow RAs to connect with and educate residents without requiring active participation in the program. Such programs allow residents to encounter information at their own pace and can be carried out during slow and busy times during the semester. Successful passive programs require as much planning as hall programs and require that attention be paid to placement and presentation. **RAs are expected to plan and implement one passive program every month by adding new information to their bulletin boards. RAs can proposal passive hall programs and are encouraged to think creatively about ways in which the program will provide information, encourage interaction on the hall, and provide a useful purpose to the hall community.**

**Bulletin Boards**

The theme of bulletin boards will reflect a theme selected by the AC staff or will complement area programs. Bulletin boards are not simply advertising boards for programs and will require a change if they do not provide more information than the date, time, and location of an area program. **Boards should be changed by 10 p.m. on the last day of each month.**

**Semester Themes:**

<table>
<thead>
<tr>
<th>First-Year Halls</th>
<th>Upper-Class Halls</th>
</tr>
</thead>
<tbody>
<tr>
<td>August: Welcome Info</td>
<td>Welcome Back Info</td>
</tr>
<tr>
<td>September: *Your Choice</td>
<td>*Your Choice</td>
</tr>
<tr>
<td>October: *Your Choice</td>
<td>*Your Choice</td>
</tr>
<tr>
<td>November: Exam Information</td>
<td>Exam Information</td>
</tr>
</tbody>
</table>

**Programming Standards and Expectations**

**Credit**

A program will either receive credit or no credit and will be given by the RA’s AC. Credit will primarily be given on the efforts of the programmer. Credit will not be given in the programmer fails to meet paperwork deadlines, plans the program poorly, and/or ignores the adjustments required by the AC. RAs will **NOT** be allowed to makeup credit. Program requirements are assigned to specific months to provide for frequent interaction and a pileup of makeup programs serves no one.

**Budget**

To receive funds for programming, an RA must submit a budget request with all projected expenses along with the program proposal. The request will be considered and funds will be allocated as necessary. RAs are not permitted to make unapproved purchases for programming needs and will not receive reimbursement for such purchases.

**Advances and Reimbursements**

Cash advances must be requested on the budget request form and are subject to approval by the programming coordinator or the Associate Dean of Students. **Money given in cash advances**
must be spent within two days and receipts must be turned into the Business Office immediately after the purchase is made.

An RA may also receive approval to make purchases for programming and receive reimbursement. To receive reimbursement, an RA must complete a reimbursement form and place it in the programming coordinator’s mailbox in Student Life. The form must be taken to the Business Office in order to receive funds, except for receipts as much as or exceeding $50, which will require a check be sent from the business office.

Penalties
The expectation is that each RA plans and implements hall programs according to these set guidelines. Failure to meet your programming expectations will be addressed by an RA’s AC.

Programming Paperwork

Step One: Hall Programs: An RA will complete the program proposal and budget request form on the Student Life website and submit it along with any forms of advertisement. Proposals and budgets must be submitted at least one week in advance.

Step Two: The RA’s AC will review the proposed program and makes one of three decisions: approve, change and resubmit, or not approved. The AC will notify the RA and may provide feedback about why the program is or is not being approved. Any changes discussed with the AC needs to be made to gain approval.

Step Three: The RA implements the approved program.

Step Four: After the program is completed, the RA/HRA will complete the program evaluation form on the website. A program sign-in sheet and a reimbursement request must be placed in the AC’s box in Student Life. The evaluation must be completed and submitted no later than one day after the program and will be graded at the end of each month.

Step Five: The AC will record the completion of the program and determine whether the RA receives credit.