Central Complex Curriculum 07-08 Executive Summary

Higher education is responsible for transforming its students into educated, civically engaged, and highly functional adults who positively contribute to the development of a sustainable society at a local, national, and global level. Therefore, the Office of Residence life at the University of Delaware has adopted a curricular approach towards intentional student learning within the residence halls. We have defined narrow educational goals for students' cognitive and civic development. As student affairs educators, we have established an educational priority focusing on citizenship education that guides our departmental initiatives towards student learning. To those ends, Central Complex staff members guide residents through a journey of service, reflection and ultimately learning.

The Central Complex Curriculum utilizes service-learning as a teaching and learning strategy; meaning that service and learning will concurrently occur in our "out of the classroom" context. Therefore, in order to attain our learning outcomes and goals, the Central Complex has defined service-learning as an intentional education that fosters student development and student learning by offering of service opportunities through a "sustainability" lens and by engaging in self-reflection. These service opportunities are then reflected upon on a local, national, and global level. The service-learning in Central is viewed through a "sustainability" lens to effectively achieve the department educational priority of citizenship. According to Jacoby, service learning is "a form of experiential education in which students engage in activities that address human and community needs with structured opportunities that are intentionally designed to promote student learning and development" (1996, p. 115).

The Central Curriculum engages students in a cycle of concrete experiences, reflection, interpretation, and knowledge construction or re-construction. Kolb (1989) argues that true learning occurs when experience is connected to reflection, experimentation, and abstraction. The curriculum principles and learning cycle prepare and guide students to take ownership of their learning and connect their academic and/or personal goals to the service experience.

As part of their living experience in the Central Complex, students will reflect on how their academic and vocational goals connect to their service experiences. Students will be able to apply what they have learned in the classroom to something meaningful and larger. In addition, students will explore societal issues that still exist today. Above all, service learning provides students with an opportunity to construct knowledge, correct misinformation and challenge their way of thinking. Consequently, the Central residents will engage in structured reflection of their past, present and future service.

Although many of our students have engaged in service and will continue to do so for a variety of reasons, Central Complex staff members will continue to provide students with a variety of opportunities to get involved, to serve and connect with different organizations on and off campus. The Central Complex has identified six societal issues that will be explored and dissected throughout our learning initiatives: Hunger and Homelessness, Youth Advocacy, Women's Empowerment, Green Effect: Environmental Issues, Ability Awareness and AIDS and Advocacy. For further exploration of the topical issues the Central complex has establish partnerships with community agencies, registered students organizations (RSO), and academic departments.

To facilitate this learning, each Central Complex Residence Hall will be paired with a selected community service agency in the Newark/Wilmington area with which they will be involved in sustained service, facilitated and coordinated by residence hall staff. In addition, each building will have connections to a specific RSO and academic department that reflects the topic area that its respective building is exploring. Such service-learning partnerships will help student build political and social connections to their communities at a local, national, and global level.

Students will learn to think critically to creatively solve problems; engage questions of ethics and recognize responsibilities to self, community and society at large; understand diverse ways of thinking; and develop intellectual curiosity and the ability to integrate academic knowledge with experiences outside the classroom by engaging in service-learning. Ultimately, the Central Complex residents participating in the service-learning initiatives as well as the supporting activities and programs, will develop an international perspective that will prepare them to thrive and serve in their lives after the University of Delaware.

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Central Complex Curriculum 2007-2008

Think Global. Act Local. Serve! "Service-Learning Through a Sustainability Lens"

> Developed by Samanta Lopez Central Complex Coordinator March 2007

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Office of Residence Life Educational Priority

The Office of Residence Life has adopted a curricular approach towards intentional student learning within the residence halls. We have moved from a traditional programming model to a curriculum format that clearly defines and narrows educational goals for students' cognitive and civic development. As student affairs educators, we have established an educational priority that will guide our departmental initiatives towards student learning. "In a learning Paradigm...a college's purpose is not only to transfer knowledge but to create environment and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems" (Barr & Tagg, 1995, p. 15).

The educational priority drives each complex curriculum. Each complex curriculum has a specific educational focus that reflects the complex population and its needs in order to better serve and develop our students. The departmental educational priority is as follows:

Citizenship:

Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level.

The Office of Residence Life has articulated competencies that each student living in our residence halls must develop in order to become fully functional and effective citizens towards a sustainable society after they leave the University of Delaware campus. These competencies are strategically introduced and layered at developmentally appropriate times to better accomplish student learning and the achievement of the department's educational priority, citizenship. These competencies are the learning outcomes in each complex, which provide a roadmap, and guide the intentionality of student development in each curriculum.

Competency	1 st	2 nd	3 rd	4 th
1. Understand how your social identities affect how you view others.				
A. Each student will understand their social identities which are salient in their	X			
day-to-day life.				
B. Each student will be able to express an understanding of how their social	X			
identities influence their views of others.				
2. Understand how differences in equity impact our society.				
A. Each student will learn about the forms of oppression that are linked with	X			
social identity groups.				
B. Each student will recognize that systemic oppression exists in our society		X		
C. Each student will recognize the benefits of dismantling systems of oppression.		X		
3. Understand your congruence with citizenship values:				
-Human suffering matters.	x			
-My actions have a global impact.	11	X		
-What I do and don't do civically and politically matters.		X		
-Social problems are everyone's responsibility.		^	$_{\rm X}$	
4. Understand how others influence you.	X			
5. Understand the impact of your decisions.	X			
6. Understand the power of an individual in a community.	- 11			
A. Each student will know how to critically examine their individual contributions	X			
to groups to which they claim membership.	$ ^{\Lambda} $			

B. Each student will learn how to contribute to the creation and actualization of community expectations.	X			
7. Understand the knowledge necessary for the development of a sustainable society.				
A. Each student will be able to define sustainability.	X			
B. Each student will be able to explain how sustainability relates to their lives and		X		
their values, and how their actions impact issues of sustainability.				
C. Each student will be able to explain how systems are interrelated.		X		
8. Learn how to connect personal passions to vocational options in order to be able to				
contribute to a sustainable society.				
A. Each student will know the resources and the skills needed to pursue their		X		
vocational interests.				
9. Learn how to develop and sustain interdependent relationships.				
A. Each student will learn how to develop a peer group that is supportive of their personal and academic success.		X		
B. Each student will recognize the benefits of relationships with people of other social identities.		X		
10. Learn to contribute to the creation and maintenance of a sustainable community.				
A. Each student will be able to utilize their knowledge of sustainability to change			X	
their daily habits and consumer mentality.				
11. Learn the skills necessary to be a change agent.			X	
12. Demonstrate civic engagement toward the development of a sustainable society.				X

There are eight upper-division outcomes that drive the Central Complex curriculum, with the understanding that Central must address all goals outlined for the sophomore year through the senior year. These learning outcomes and goals are discussed later in this document.

The Service-Learning Focus in the Central Complex

The Central Complex focuses on reflection through service-learning, meaning that reflection will integrate service and learning so that it can concurrently occur in our "out of the classroom" context. The service-learning aspect in Central will be viewed through a "sustainability" lens to effectively achieve the departmental educational priority, citizenship. Service-learning is an intentional educational and social mean that can enhance the quality of education for students. According to Jacoby, service learning is "a form of experiential education in which students engage in activities that address human and community needs with structured opportunities that are intentionally designed to promote student learning and development" (1996, p. 115).

In order to create and maintain a curriculum that effectively supports and combines service and learning, we have adapted 10 principles from the publication of the *Principles of Good Practice for Combining Service and Learning* (Proter, Honnet & Poulsen, 1989). These principles will underlie our service-learning practices to ensure effectiveness and intentionality.

An intentional and effective service-learning initiative:

- Engages student in responsible and challenging actions for the common good.
- 2. Provides structure opportunities for people to reflect critically on their service experience.
- 3. Articulates clear service and learning goals for everyone involved.
- 4. Allows for those with needs to define those needs.

5. Clarifies the responsibilities of each person and organization involved.

6. Matches service providers and service needs through a process that recognizes changing circumstances.

7. Expects genuine, active, and sustained organizational commitment.

- 8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- 9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests off all involved.
- 10. Is committed to program by and with diverse populations.

(p. 37)

The Central Curriculum will engage students in a cycle of concrete experiences, reflection, interpretation, and knowledge construction or re-construction for effective learning to take place. K olb (1989) argues that true learning occurs when experience is connected to reflection, experimentation, and abstraction. The curriculum principles and learning cycle will prepare and guide students to take ownership of their learning and connect their academic and/or personal goals to the service experience. The Central curriculum will engage students in structured reflection of their past, present and future service. According to our baseline survey 79% of the Central residents have participated in community service in the last 12 months; however, more than half did not have an opportunity to debrief or discuss their service experiences.

Service Learning as an educational tool could be successfully utilized by almost any residential population. Central Complex is an ideal location to implement a service-learning focus because Central Complex residents are upper division students. Most students will, presumably, have experienced our residential education in their First Year Experience, which would have laid the foundational groundwork for the concepts and competencies being addressed in our model. The students residing in Central will have an opportunity to practice what they have learned in real life scenarios, while self-constructing new knowledge.

In addition, Central Complex is home to Upper-division Honors Housing, which tends to attract a type of student who may be more open to engaging in service-learning as an opportunity to build upon their own academic experiences. During one on one assessment, a majority of our participant stated that they would attend complex initiatives if it complimented their academic goals. The Central Complex, like most other complexes, houses students in a variety of academic programs, including education, nursing, engineering and art. Service-learning is an educational tool that allows each academic area, as well as a variety of personal skills and abilities, to be utilized and explored. Each student, regardless of academic field, can build upon not only their personal development, but their academic growth by participating in Central Complex service-learning initiatives. Given the combination of an environment conducive to academic exploration, and a student population that has experienced at least one year of the residential education in our halls, Central Complex is an ideal subset of the University of Delaware resident population to introduce to service-learning as a tool to meet our department's educational priority. Furthermore, for the small percentage of freshmen living in Warner Hall, we will incorporate first-year student learning goals to our initiatives. The first year students living in Warner are usually placed in the same floor; so the RA of the floor and the Hall Director will easily manage this transition and process.

Central Complex Student Profile

The driving force behind the Central Complex curriculum is the goal of creating engaged and active citizens in our residence halls who may then become engaged and active citizens for a sustainable society. The Central Complex curriculum focuses on providing service learning opportunities to students as a means to achieve the Office of Residence Life Educational Priority.

In order to begin to consider the means to achieving the department's educational priority with the students who live in Central Complex, it is first essential to understand who those students are. Central Complex is populated by self-selecting students who are very involved in the campus community through participation in co-curricular and extra-curricular activities. According to a baseline survey administer by the Central complex staff members at the beginning of Fall semester 2006, 86% of the Central students reported belonging to a co-curricular and/or an extra-curricular group on campus.

The primary goal of the Central Complex curriculum is to give Central students access to community and global service opportunities in order for them to apply classroom learning to out-of-classroom service experiences. The curriculum also creates out-of-classroom learning opportunities to supplement classroom learning. In addition, the curriculum emphasizes reflection as a means to integrate academic content, personal goals and service experiences in order to provoke knowledge construction or re-construction. It is the staff's goal to have students complete service initiatives and/or reflect on their own service experiences to create a sense of responsibility to not only their immediate University or neighborhood community, but also to the larger global community. According to Battistoni, "civic and political learning are not innate, but the result of conscious and ongoing work by educators" (2000, p. 65).

The Central Complex student population consists of a primarily upper division student demographic:

New freshmen:	103	(9%)
Sophomores:	498	(43%)
Juniors:	325	(29%)
Seniors:	211	(19%)

(K. Brown, personal communication, April 10, 2006)

The largest portion of our students (34%) is those returning to Central Complex. According to statistics about the 2005-2006 academic year, out of 1137 residents:

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379 (34%) remained in Central Complex from the previous year 232 (20%) moved to Central Complex from off-campus 231 (20%) moved to Central Complex from Russell Complex 84 (8%) moved to Central Complex from Gilbert/Harrington Complex from Gilbert f
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84 (8%) moved to Central Complex from Gilbert/Harrington Complex

57 (5%) moved to Central Complex from Dickinson Complex

35 (3%) moved to Central Complex from Independence Complex

69 (6%) moved to Central Complex from Rodney Complex

28 (2%) moved to Central Complex from the Christiana Towers

22 (2%) moved to Central Complex from Ray Street Complex (K. Brown, personal communication, April 10, 2006)

(K. Brown, personal communication, April 10, 2006)

The return rate of Central residents gives the Central Complex Residence Life Staff an opportunity to work with Central residents over several years to further develop their commitment to becoming active citizens and contributing members of their communities. The student population coming to Central Complex from off-campus is an area for further exploration. Depending on whether they are moving onto campus from their permanent addresses, or from off-campus apartments, these students might be a great resource to address and educate around being a community member in the local community.

An area for consideration in the development of Central Complex residents is the lack of racial and ethnic diversity within the Central Complex population as compared to other residential areas. The homogenous nature of Central Complex lends itself to unique challenges in the exploration of and education in diversity issues. We will be utilizing service-learning as tools to address diversity education and awareness in a homogenous environment by engaging within our community and outside of it.

Students of Under-Represented Groups (self-identified):

54 (5%) Asian:

Black: 61 (5%)

Men: Women: 719 (63%)

418 (37%)

Hispanic: 43 (4%)

Non-Resident Alien: 4 (.4%)

Native American: 1

White:

945 (83%)

Other:

29 (3%)

Total:

1137 (100%)

(K. Brown, personal communication, April, 10, 2006)

What We Know About Service-Learning

Again, the focus for the Central Complex curriculum is service-learning with an emphasis on reflection. The Central curriculum provides students with reflective service opportunities to deepen learning and enhance civic responsibility. Research tells us that the current college student population is used to having participated in mandatory service obligations during high school (Strauss, 2001). While previous generations engaged in volunteering, college students today have come from a high school experience that included service-learning. According to a 2003 article in About Campus, Linda Sax reports that 82.6 percent of first year students reported having volunteered the year prior. Students reported feeling empowered by having made a difference in their local community.

Students are coming from environments where service is a focus, yet rates of community service drop from high school to college by more than 50 percent. In fact, two out of five students who are frequent service participants in high school never participate in service opportunities in college. This trend is attributed to volunteerism being situationally determined. Participants in college service are usually fulfilling specific course requirements, or members of religious organizations or service-focused student groups (Sax, 2003). This research indicates that there is an interest in and potential for service opportunities as learning tools that is currently being overlooked to the detriment of student learning and personal development. As a result, colleges and universities are encouraged by researchers

like Linda Sax and Alexander Astin to develop and promote service opportunities for their undergraduates or engage them in structure reflection of their service.

Service has a direct impact on the development of a student when they leave the college environment. According to Alexander Astin, in his follow-up to "What Matters in College: Four Years Revisited," participating in service during college has positive effects on post-college experiences such as enrolling in graduate school, being committed to promoting racial understanding, and engaging across racial and ethnic lines (1997). According to Astin, "service-learning comes as close to anything we have looked at as in more than three decades of research to being a pedagogical panacea: virtually every student outcome appears to be favorably influenced by participation in service learning" (2003, p.28)

Service-learning offers students new forms of learning experiences. Students are challenged to "confront complex social issues in situations that are often unfamiliar to their own life experiences and demanding that students, in concert with diverse others, find effective approaches to meet those problems" (Potter, 1999, p.14). Service learning is a burgeoning trend in education which has demonstrated a shift in emphasis, from teaching to learning, from individual learning to collaboration (Jacoby, 1996)

In addition, service-learning directly addresses the "Hallmarks of a College Educated Person," as outlined by Kuh, Douglas, Lund, and Ramin-Gyurnek (1994). With the exception of a direct impact on educational attainment, service learning has been shown to have a direct influence on all the hallmarks listed below:

Hallmarks of a College Educated Person -

Educational Attainment: Persistence to graduation and degree attainment.

Cognitive Complexity: Cognitive skills including reflective thought, critical thinking (e.g. ability to summarize information accurately and perceive logical coherence and discernible themes and patterns across different sources of information), quantitative reasoning, and intellectual flexibility (i.e. openness to new ideas and different points of view).

Knowledge A aquisition and Application Understanding knowledge from a range of disciplines and physical, geographic, economic, political, religious, and cultural realities, and the ability to relate knowledge to daily life including using information presented in one class in other classes or areas of life.

Humanitarianism An understanding and appreciation of human differences including an increased sensitivity to the need of others.

Interpersonal and Intrapersonal Competence. A coherent, integrated constellation of personal attributes (e.g., identity, self-esteem, confidence, integrity, appreciation for the aesthetic and spiritual qualities of life and the natural world, sense of civic responsibility) and skills (e.g., how to work with people different from oneself).

Practical Competence. Skills reflecting an enhanced capacity to mange one's personal affairs (e.g., time management, decision making), to be economically self-sufficient, and to be vocationally competent. (p. 24-25)

In the study "How Service Learning Affects Students," researchers found that participation in community service $\,$

...shows significant positive effects on all 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of service career and plans to participate in service after college (Astin, Vogelgesang, Ikeda & Yee, 2000, p. ii).

These increases in outcome measures are a direct corollary to the hallmarks listed above. By increasing one's commitment to activism and promoting racial understanding, service has a direct impact on the hallmark of humanitarianism. The leadership outcomes will lead to increases in interpersonal and intrapersonal competence. Furthermore, when service is paired with structured and sustained reflection and contextualization, thereby being defined as service-learning, the effect it has on the academic outcomes listed increases significantly (Astin, Vogelgesang, Ikeda & Yee, 2000).

The Central Complex service-learning focus also complements several of the goals listed in University of Delaware's "Ten Goals of Undergraduate Education." Specifically, by engaging in service-learning, students will learn to think critically to creatively solve problems; engage questions of ethics and recognize responsibilities to self, community and society at large; understand diverse ways of thinking; and develop intellectual curiosity and the ability to integrate academic knowledge with experiences outside the classroom. Ultimately, the Central Complex residents participating in the service-learning initiatives as well as the supporting activities and programs, will develop an international perspective that will prepare them to thrive and serve in their lives after the University of Delaware.

General Education at the University of Delaware

TEN GOALS OF UNDERGRADUATE EDUCATION

- 1. Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology
- 2. Learn to think critically to solve problems.
- 3. Be able to work and learn both independently and collaboratively.
- 4. Engage questions of ethics and recognize responsibilities to self, community, and society at large.
- 5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.
- 6. Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.
- 7. Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.
- 8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.
- 9. Understand the foundations of United States society including the significance of its cultural diversity.

10. Develop an international perspective in order to live and work effectively in an increasingly global society.

(UD General Education Program website, General Education at Delaware Section I)

With few exceptions, the Central Complex educational focus on community service and service-learning contributes to the overall educational mission of the University of Delaware. Once again, the outcomes measured by Astin et al. are strongly reflected above in the ten Goals of Undergraduate Education.

Finally, according to national research on student feedback by Educational Benchmarking, Inc. (EBI), the greatest predictor of student satisfaction is interaction with other students (2005). The community service and service learning focus of Central Complex will give students productive and dynamic interaction with their peers and those whom they serve.

Moreover, and most importantly, service-learning speaks directly to the Office of Residence Life's Educational Priority of citizenship. Service-learning can promote civic learning and produce an "involved citizenry" upon which democracy depends (Jacoby, 1996, p.xiii). Service-learning effectively addresses "citizenship education and preparation for participation in a democracy" (Jacoby, 1996, p.21).

Service-Learning through a Sustainability Lens

Civic engagement and service-learning are catalysts for change and therefore essential if students are to be proponents for the development of a sustainable society. In order for sustainability to occur people need to be more aware of the issues, care about human suffering, and take action. Service-learning provides students with the tools to become active and engaged citizens not spectators. The National Commission on Civic Renewal issued an article in, "A Nation of Spectators: How Civic Disengagement Weakens America and What We Can Do About It." It presented this conclusion:

"Too many of us have become passive and disengaged. Too many of us lack confidence in our capacity to make basic moral and civic judgments, to join with our neighbors to do the work of community, to make a difference. Never have we had so many opportunities for participation, yet rarely have we felt so powerless... In a time that cries out for civic action, we are in danger of becoming a nation of spectators." (Gottlieb & Robinson, 2002, p.6).

The reality is that we can not be a nation of spectators if we want to prevent human suffering and maintain a habitable planet for humans and other species. In 1987 the World Commission for Environment and Development defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (p.4). Service-learning will provide the Central Complex students with an array of social issues to explore so that they can become informed and intentional citizens. In order to see sustainability in this world, we first need to see informed citizens that have belief in civic responsibility and engagement. According to Sax (2003), by engaging in service-learning students can connect to society and develop a set of effective citizenship attitudes. In addition, the ACPA (American College Personnel Association) Sustainability Task Force state on their website:

"A CPA recognizes that colleges and universities provide students with the knowledge they need to make an impact in their personal, civic and professional lives. By educating them on sustainable development, they can make positive dranges for society by making economically, environmentally and socially responsible droices that help create a flourishing ecosystem, healthier communities and stronger societies." (http://www.myapa.org/task%2D.force/sustainability)

To be in congruence with the triple bottom line of sustainability: social justice, healthy environments, and economic growth, the Central Complex established six educational foci, that will be later discussed in our strategies, that drive the education around the different service-learning opportunities in the residence halls. The six educational foci will educate students on national and global issues that our pertinent in our society.

Central Complex Learning Outcomes and Goals

Students in Central Complex will participate in reflective service projects or initiatives coordinated and/ or sponsored by the Central Residence Life staff to accomplish the following learning outcomes and goals.

Outcome II: Understand how differences in equity impact our society.

Learning Goals:

- A. Each student will recognize that systemic oppression exists in our society.
- B. Each student will recognize the benefits of dismantling systems of oppression.

Outcome III: Understand your congruence with citizenship values.

- My actions have a global impact
- What I do and don't do civically and politically matters
- Social problems are everyone's responsibility

Learning Goals:

- A. Each student will understand that both action and inaction have a global impact.
- B. Each student will understand how local, national, and global context are interconnected.

Outcome VII: Understand the knowledge necessary for the development of a sustainable society.

Learning Goals:

- A. Each student will be able to explain how sustainability relates to their life and values, and how their actions impact issues of sustainability.
- B. Each student will be able to understand how a service initiative contributes to the creation of a sustainable society.
- B. Each student will be able to explain how systems are interrelated.

Outcome VIII: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.

Learning Goals:

- A. Each student will identify their personal and vocational passions.
- B. Each student will know the resources and the skills needed to pursue their vocational interests.
- C. Each student will be able to articulate how their service experiences connect to their academic goals.

Outcome IX: Learn how to develop and sustain interdependent relationships.

Learning Goals:

- A. Each student will learn how to develop a peer group that is supportive of their personal and academic success.
- B. Each student will recognize the benefits of relationships with people of other social identities

Outcome X: Learn to contribute to the creation and maintenance of a sustainable community.

Learning Goals:

- A. Each student will learn how their actions and inactions leave a footprint on the earth.
- B. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.
- C. Each student will learn how their service experiences connect to the development of a sustainable society.

Outcome XI: Learn the skills necessary to be a change agent.

Learning Goals:

- A. Each student will critically examine social issues related to their service experience.
- B. Each student will learn how to take action to seek social change.

Outcome XII: Demonstrate civic engagement toward the development of a sustainable society.

Learning Goals:

A. Each student will demonstrate an ability to take an action on a social issue to make a positive difference in a community.

Central Complex Learning Strategies

The Central Complex learning strategies are inspired by John Dewey's work in *Democracy and E ducation* that emphasizes the learning potential in service. Our strategies will focus on the mind and body of our students; meaning that we will connect theory (mind) with practice (body) for knowledge construction and/or re-construction to occur. Dewey (1933) critiques that in "traditional education" the mind is usually separated from the body—creating separate entities. Learning is a collective as stated by Arthur Chickering: "every move we make, every emotion we feel, every thought we think, every word we speak involves a network of those interconnections of neurons" (Oates & Leavitt, 2003, p.7). The

interconnections of neurons are what make the mind and body work collaboratively and effectively. Therefore, a separation from the mind and body can limit the development of our students. In *Democracy and Education*, Dewey (1933) cited that "lives that are only of the mind are not adequate to meet the demands of democracy. One must be engaged both in thought and in action" (p.58).

The Central Complex learning strategies will take into account the concept of mind and body for effective student learning. The pedagogies that will be used to achieve the learning outcomes and goals of the Central Complex Curriculum are as follows:

I. Reflection

Reflection is utilized as a complimentary educational tool towards cognitive and identity development. An effective service-learning initiative provides opportunities for students to reflect critically on their service experience. The Central Complex curriculum utilizes structured reflection that challenges, supports and guides student development.

The term *structured* reflection is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their service-learning project, (2) connecting the service experience to academic goals, (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal meaning." (Campus Compact website, "Using Structured Reflection to Enhance learning from Service," $\P 2$.)

Structured reflection is what adds meaning to action and experiences. Reflection is what sets apart your "traditional" community service initiative from service learning. According to Kendall & Associates (1990), reflection and meaningful action are considered critical components of service learning and development. The reflection questions prompted by self and/or others before and after a service project engage the participants in a learning cycle of concrete experience, reflection, interpretation, and knowledge construction. The service initiatives provided by the Central Complex staff will prompt participants with a combination of the following reflection questions:

WHAT?

- What do I expect to get out of this experience (purpose/goals/ideals)?
- What did I observe during my first visit?
- What is the agency's mission or goal?
- Are there other agencies in the community that have similar goals or could be connected?
- What part was most challenging?
- What part did you find surprising?
- How was I of service?
- What roles am I taking on?
- What about myself did I share with others?
- What did others share with me?
- What does it feel like to come into and leave my different roles (student, server, and teacher)?

SO WHAT?

- What am I learning about others and myself?
- What impact did today's visit have on me?
- What did I do that was effective? Why was it effective?
- What did I do that seemed to be ineffective? How could I have done it differently?
- What are the relationship between my community service "world" and my other "worlds"?
- What values, opinions, decisions have been made or changed through this experience?
- What has surprised; me about the agency, the people I work with, and myself?

NOW WHAT?

- Is it important to me to stay involved in the community?
- How will my efforts working with this agency contribute to social change? My career?
- What changes would I make in this experience if it were repeated?
- Will I continue to be of service?

(A dapted from a publication of the Madison Leadership Center Community-Service-Learning Program, James Madison University, Harrisonburg, VA)

II. Educational "Hall" Focus

Each residence hall within the Central Complex has an educational focus with a sustainability lens towards service learning. The different educational foci compliment the triple bottom line components of sustainability: environment, economy, and social justice. The educational focus in each hall stems from social issues that are prominent in our society today, and may hinder the progress of a sustainable nation. In addition, data from the Central's baseline survey indicated that 59% of our residents reported that being concerned about the "issue" motivates them to get involved in community service or volunteer work.

The Central curriculum will engage students in educational discussions of human and community needs to bring meaning and connection to the service experience. Service learning can be utilized as a catalyst to build a sense of shared purpose and responsibility amongst its participants. Students that have access to a wide range of opportunities to learn about social issues may increase their commitment and enthusiasm for involvement and addressing community needs (Delve, Mintz, & Stewart, 1990).

The following are the six residence halls within the Central Complex and their educational focus:

Smyth Hunger and Homelessness	Smyth Hall approaches service-learning through the lens of hunger and homelessness. Smyth initiatives will focus on raising student awareness about the root causes of these systemic issues, while providing students with direct service and advocacy opportunities through partnerships with the Food Bank of Delaware and Habitat for Humanity.
Kent/New Castle/Cannon	KNC approaches service-learning through the lens of
The "Green" Effect	environmental sustainability. Students will be educated on
	civic responsibility and civic engagement as it relates to
	environmental awareness and advocacy.
Sussex/Squire	Sussex and Squire Halls as one unit, approach service-
Youth Advocacy	learning though the lens of youth advocacy. Children from
	underprivileged families can face obstacles of malnutrition,
	illiteracy, inadequate health care, poor education, and even
	homelessness. Sussex/Squire's partnership with the Greater Newark Boys and Girls Club allows us to make the service
	learning connection with projects that benefit the youth of
	our local and overall global community.
Harter/Sharp	Harter and Sharp Halls as one unit, approach service-
Ability Awareness	learning through the lens of equality and accessibility. The
	educational focus in Harter/Sharp considers the impacts of
	social, economic, and environmental surroundings on an
	individual's access to a quality lifestyle, including physical,
	mental, and intellectual wellbeing.
Brown/Sypherd	Brown and Sypherd Halls as one unit, approach service-
AIDS & Advocacy	learning through the lens of HIV and AIDS awareness.
	Students will become educated through advocacy and
	service opportunities that highlight the various social justice issues affected by the AIDS pandemic. Brown/Sypherd's
	educational focus will explore social issues including: socio-
	economic status, race, and sexual health.
Warner	Warner, an all female residence hall, approaches service-
Woman Empowerment	learning through the lens of empowering women and
_	advocating for gender equality. Woman empowerment is the
	ability to become acquainted with oneself in order to
	establish valuable connections with the world and create
	positive change. In addition, Woman empowerment is
	achieved as a result of raising awareness and challenging the
	pre-conceived notions of women's worth in the local and
	global community by means of empowering, educating, and
	enlightening.

III. Service-Learning Partnerships

According to research into service-learning practices, the best service-learning is "based on a web of democratic and reciprocal partnerships" (Jacoby, 2003, p. 1). The service-learning

initiatives proposed within the Central Complex Curriculum require a variety of partnerships within our institution, as well as within communities outside the University.

Much of the energies of the Hall Directors and Complex Coordinator will be spent on the development and maintenance of these partnerships. These will not simply be a series of collaborations, but a relationship between the building staff and its correlating agency, Registered Student Organization (RSO), and academic/administrative department. The three partnerships are described below:

A. Community Partnership Agencies

The heart of the Central Complex Curriculum is in the building-community agency partnerships. According to research into service-learning practices, each Residence Hall unit will be paired with a selected community service agency in the Newark/Wilmington area with which they will be involved in sustained service, facilitated and coordinated by residence hall staff. Individual residence hall sequences of learning will be developed around the particular issues facing each community agency. Building partnerships, as well as the larger issue(s) that will be examined, are listed below:

Smyth Hall	Food Bank of Delaware
Kent/New Castle/ Cannon-KNC	Delaware Nature Society
Sussex/Squire	Boys and Girls Club of Delaware
Brown/Sypherd	AIDS Delaware
Harter/Sharp	The Mary Campbell Center
Warner	Girls Scouts of the Chesapeake Bay

B. RSO Partnerships

Each staff will be required to have a liaison to a Registered Student Organization (RSO). Suggested partnerships, are listed below:

Smyth Hall	UD Habitat for Humanity
Kent/New Castle/ Cannon-KNC	Students for the Environment (S4E)
Sussex/Squire	University Mentors
Brown/Sypherd	Red Ribbon Project
Harter/Sharp	Best Buddies
Warner	Student Acting for Gender Equality

By combining campus efforts to educate around the topic specific to each hall, both the RSO and the residence hall will have access to a larger audience and more resources.

C. Academic/Administrative Department partnerships

To further enhance the learning aspect of the service-learning initiatives, each building will be required to develop a partnership with an academic or administrative department associated with the building educational topic. A **minimum** of two educational or advocacy programs must incorporate the Department partnerships (one per semester). Suggested partnerships include:

Smyth Hall	Urban Affairs and Public Policy
Kent/New Castle/ Cannon-KNC	Center for Energy and Environmental Policy

Sussex/Squire	Education
Brown/Sypherd	Medical Humanities/Nursing
Harter/Sharp	Individual & Family Studies
Warner	Women's Studies

In preparation for the academic year and all three types of partnerships described above, the Complex Coordinator and ACUHO-I intern will spend the summer contacting both our building partnership agencies and other organizations with which we might collaborate to engage in a needs assessment conversation or conference.

IV. Service-Learning Initiatives

The service-learning initiatives provide students with diverse opportunities to get involved, learn, and grow. These initiatives will engage students in concrete experiences, reflection, interpretation of their experiences and then knowledge construction or reconstruction. According to K endall and Associates (1990), "the concept of social-constructivism and service-learning both place emphasis on reflection on the physical activities in order to enhance knowledge" (p.13). The service-learning initiatives also include social and political advocacy. Therefore, service-learning will promote civic engagement and civic responsibility for true, reciprocal learning to occur.

Delivery: Service-learning initiatives will be facilitated once a month by the staff. Lesson plans are pre-set to provide structured reflection and leaning opportunities.

V. Student Success Contacts: Resident/RA One on Ones

Residents/RA one on ones serve two purposes: personal connections and identity development. By meeting individually with every resident in their area, RAs establish a personal relationship with all the members of their community. These personal interactions give residents the opportunity to have a personal and private interaction with their RA in an environment where they may be more likely to discuss personal or academic issues. In the first student success contact the RA asks the resident about their personal, academic, intellectual, extracurricular and service interests. This first interaction is essential for building partnerships with residents.

After the first student success contacts, all one on ones thereafter will focus on exploring individual connections and interests to civic responsibility, civic engagement, and sustainability. Residents will explore their values and beliefs in realms of service and citizenship.

Delivery: All RAs will meet twice a semester with their residents to ask intentional and reflective questions. All one on ones will have a pre-established lesson plan. During HD/RA staff meeting one on one lesson plans will be facilitated to train the RA.

VI. Floor Meetings

Floor meetings are the opportunity in which lesson plans can be facilitated to each community. Learning through floor meetings is very different from a typical program/lesson plan at which the students in attendance are from various floor

communities. Floor communities foster connection, sense of pride, ownership and comfort to each student, creating a safer environment for effective reflection to take place. A student's floor community often serves as a mirror for the student from which they observe themselves and others and through that process learn and change. All students are expected to be at their floor meetings. This ensures that lesson plans are delivered to each student.

Delivery: By the first week of every month, a resident assistant will facilitate a floor meeting lesson plan with structured reflection. During monthly staff meetings, RAs are trained by a simulation of the floor meeting lesson plan for the following month to ensure that proper reflection and facilitation occurs.

VII. Floor "Community Building" Initiatives

Resident Assistants will be required to have two floor "community building" initiatives per semester: October and November (fall); March and April (spring). These Building Block activities will be planned by the Resident Assistant (lesson plan) with the sole purpose of having residents interact with one another with the goal of them working towards the creation and maintenance of a peer group that is supportive of their personal (social), professional and academic success. However, this requirement should not limit the RA's creativity in building "community" or assessing floor needs.

A. Staff "Building Community" Initiatives Each RA staff, under the leadership of the Hall Director, will identify a community need, create a lesson plan to target that need, and coordinate a "building community" initiative twice a semester: September and December (fall); February and May (spring).

B. Cumulative Floor Service Initiative – National & Global Youth Service Day Each Central Complex RA will be required to guide their floor in the creation of a National and Global Youth Service Day initiative. National and Global Youth Service Day is an international service initiative in which youth engage in a service project over a weekend in late April. The N&GYSD initiative will require that each floor serve as a planning committee for the project. The floor will be required to, as a group under the advisement of the RA, assess the community needs, propose an appropriate service project, and implement that project on the designated weekend in late April.

VIII. Educational Initiatives

Educational initiatives are essential in the cognitive development of our students. The goal of these initiatives is to increase residents' knowledge of local, national and global issues. In order for knowledge construction to occur, students need to make meaning or sense of their service experience. It is imperative that our students are aware of the social issues that are prevalent in our society today. Each individual residence hall unit will educate their residents on their respective educational focus through a lens of citizenship towards a sustainable society. These initiatives promote active idea exchange and reflection.

Delivery: E ducational initiatives will be facilitated once a month by the staff. Lesson plans are pre-set to provide structured reflection and leaning opportunities.

IX. Central Complex Community Council (C4) Meetings

Central Complex Community Council (C4) is the selected student government body that represents the residents of the Central Complex. Although C4 will serve heavily as a social board it will also incorporate once a semester a service project and town meeting. Town Meetings address issues facing the UD community and give Central residents an avenue to make a difference and have their voices heard.

Delivery: Town Meetings will be facilitated once a semester by the advisor of C4. Lesson plans are pre-set to provide structured reflection and leaning opportunities.

X. Special UD Partnerships

The Hall Directors will work with various student affairs departments on campus to incorporate "other" educational opportunities within our halls. The UD departments that will be involved are the following: Counseling Center, Career Center, Wellspring, Information Technology, Public Safety, and other complexes. The Central staff will engage students in different complex-wide initiatives, which will incorporate the following educational initiatives via bulletin boards and building blocks:

- National Alcohol Awareness Week
- Safety Campaigns
- o National Eating Disordered Week
- o Sexual Assault Awareness Week
- o Black History Month
- National Coming Out Day

Central Complex Sequence of Learning

Given the specific nature of the learning expected to happen around the different partnerships, each building, while having shared educational outcomes and learning goals, will have additions to the sequence of learning and strategies by which to accomplish them. Each building will use their partnerships to enhance the exploration of their focus issue. Students will systematically explore that issue within a local and regional context, beginning in the Fall semester. This exploration will continue through the Winter Session. Then during the spring semester, students will begin to learn how the topic manifests itself globally.

The semester will begin with visual messages that stimulate the thought process, which we refer to as "Recipes of Change" initiatives. These visual messages will represent quotes that motivate change focusing on leadership, service, sustainability, and reflection. Hall Directors and Resident Assistants will be responsible to post these "Recipes of Change" on the floor and throughout the building. The "Recipes of Change" messages are pre-set and will be consistent in all halls. In addition, bulletin boards will serve as an educational element that will introduce and re-emphasize the different social issues of each building.

The first building meetings facilitated by the HDs will introduce the concepts of community and citizenship. The HDs will then begin the partnership process with students by informing them of our educational priority, complex focus, and learning outcomes. Students will begin the process of gaining a better understanding of the education that will take place in our halls. It is imperative that students are aware of their learning opportunities in order to maximize their learning experiences. The first building meetings will be held in late August.

The first floor meetings facilitated by the RAs will engage students further in the concepts of community, citizenship and sustainability. They will gain a better understanding of the expectations and their role as citizens of the Central and University community towards the development of a sustainable society. The first floor meetings will be held in the first week of September and will re-introduce the specific educational "hall" focus.

After the first floor meetings, RAs will conduct one on ones with their residents that will focus on creating interpersonal relationships by learning about their residents' interests, academic goals, and expectation of their residential experience. The first one on ones will also explore the resident's values and beliefs towards service. After the completion of the one on one discussions, residents and RAs will fill out a "Student Success Contract" that will help students critically think about and set academic and vocational goals. The first one on ones should be completed by October 15th.

During the second week of September, each hall with its respective building focus will facilitate an educational program introducing their specific community partnering agency and social issue. This will engage students in the process of becoming aware of the local needs of our community while introducing some of the systemic oppression that exist today.

After the educational initiatives take place, the hall staff will facilitate a pre-set service project that will re-introduce and reinforce the needs of the community. The staff will be working with the community agencies to accomplish the learning objectives that are set for the specific service learning experience. The pre-, during, and post- reflection that will take place throughout the service experience will help students critically think about the systemic oppression that exist today and how civic engagement can dismantle system of oppressions. All service learning initiatives will further explore these aspects.

The service-learning initiatives will be broken down by the different building partnerships to better serve our students. Every month the individual building staff will partner up with either a community agency or Registered Student Organization (RSO). The academic partnership occurs when educational programs demand speakers and/or the expertise of faculty or staff. The following chart is a breakdown of the service-learning initiatives:

September	October	November	December
Community Agency	Registered Student Organization	Community Agency	Registered Student Organization
February	March	April	May
Community Agency	Registered Student Organization	Community Agency	Registered Student Organization

The first week of October will entail of a floor meeting that engages students in a deeper conversation about citizenship and the rights and responsibilities that we have as community members. Students along with their RA will critically think of the consequences that their actions and inactions will have on the community. Thereafter, they will create a community agreement that will take into account community expectations and sustainable practices as a floor. They will also gain a better understanding on how local, national, and global context are interrelated.

The educational program that follows for that month will incorporate the specific building focus through a sustainable lens. Students will explore the triple bottom line of sustainability and how it directly connects to their building focus. The service learning initiatives for that month will compliment the educational program by reflecting on the systems that oppress the triple bottom line: social justice, healthy environments, and flourishing economies.

The month of November holds the second rounds of one on ones. Students will explore their personal history of civic responsibility and will reflect on their citizenship values. This one on one will also serve as part of our complex mid-year assessment strategy. The floor meeting for that month will have residents share their service or civic engagement with one another and brainstorm on ways to be more active in the community. Students will engage in structured dialogue about what is needed to seek social sustainable change.

The month of December will finalize the 2^{nd} rounds of one on ones. In addition, the floor meetings that follow will consist of exploring global issues of sustainability. The educational program will emphasize on the interrelations of local, national, and global level utilizing their respective building focus.

The spring semester will have a similar format, emphasizing global issues. Students will explore their daily habits and actions in terms of sustainability practices. In addition they will evaluate their footprint on earth, which will drive some of the reflection questions during one on ones. The educational and floor meetings will heavily concentrate on change agent skills towards a sustainable society.

The following charts are a break down of the different strategies facilitated by the Central complex Staff. But first, enclosed is the floor meeting monthly sequence with learning objectives that reflects the fall semester strategies. Furthermore, the charts breakdown on page 22 will illustrate the sequence of learning strategies with the corresponding learning goals. The chart will focus on the following strategies: floor meetings, educational programs, and floor level initiatives, such as one on ones and community building meetings.

Fall Semester Floor Meetings

September	Objectives:		
	 Student will explore the concepts of service and service learning. 		
	 Student will reflect on their past service experiences. 		
A ctivity: "Defiring Central"	 Students will establish a sense of responsibility towards service as it relates to citizenship. 		
Dewing Cerina	Students will explore the concept of sustainability.		
	 Students will identify and reflect on sustainability vocabulary. 		

	Students will discuss the educational focus of their hall.		
October	Objectives:		
	Students will explore their civic obligation to their community.		
	Students will discuss how an individual community member can and should contribute to a group.		
A atom.	 Students will be introduced to the idea that shaping the community atmosphere is within the power of the individuals on the floor. 		
A divity: "Knowyour role"	Students will be exposed to effective strategies for peer-to- peer assertiveness.		
N ovember	Objectives:		
	Students will discuss how their level of civic engagement differs from others.		
A ctivity: "Walk the L ine"	Students will identify different ways to get involved and make a difference in their community locally and globally.		
December	Objectives:		
A divity:	Students will identify and reflect on current issues affecting the sustainability of our local, national, and global communities.		
"G.L .O.B.A .L "	Students will identify and reflect on the interconnectedness of world issues.		

		300	INON.	<u></u>	<u>reb.</u>	<u>Mar.</u>	Apr
Denvery: KA to Floor Residents	"Defining Service and Ed Fecus"	"Rights vs."	"Walk the Line"	"Global Issues &	"Footprint"	"Camera, lights,	"Show & Tell"
1. Understand how difference in equity impacts our society.	enon tratamen	(minimodex)		familabinipiene		Action	
A. Each student will recognize that systemic oppression exists in our society				X			
B. Each student will recognize the benefits of dismanifing systems of oppression.		X					
2 Understand your congruence with citizenship values.							
A. Each student will understand that both action and inaction have consequences on our society.		X	X		X		
B. Each student will understand how local, national, and global context are interrelated.	X			X	X		
C. Each student will develop a personal definition of civic responsibility.		X	X		X		
3. Understand the knowledge necessary for the development of a sustainable society.							
A. Each student will be able to explain how sustainability relates to his/her life and values.							
B. Each student will be able to explain how his/fr actions impact issues of sustainability.				X	X		X
C. Each student will be able to explain how systems are interrelated. 4. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable	X			×			
A. Each student will identify their personal and vocational passions, and make goals related to them			X				
B. Each student will know the resources and the skills needed to pursue his/her vocational interests.							X
Learn how to develop and sustain interdependent relationship.		X					
A. Each student will learn how to develop a peer group that is supportive of his/her personal and academic success							
B. Each student will recognize the benefits of relationships with people of other social identities.		X					
6. Learn to contribute to the creation and maintenance of a sustainable community.							
A. Each student will learn how their actions and inactions leave a footprint on the earth					X		
B. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.	X			X			
7. Learn the skill necessary to be a change agent.							
A. Each student will think critically and develop a more complex understanding of the concepts of community and civic engagement.	X	X	X			X	
B. Each student will learn how to communicate with the media about a social and/or political concern.						X	
C. Each student will learn how to write a letter of concern and/or action to a policymaker.						X	
& Demonstrate civic engagement toward the development of a sustainable society.							
 A. Each student will explain their civic engagement at a local or global level. 							X
B. Each student will identify a personal habit that contributes to a sustainable society							X

Educational Initiatives: Monthly	Sept.	Oct	<u>Nov.</u>	<u>Dec.</u>	Feb.	Mar	Apr.
Delivery: Building Staff to Residents	"Citizenship through Sustainability Lens"	"Social Issues & Oppression"	"Current Events"	<u>"</u> Debate & Discussion"	"Civic engagement through History"	"Current Events"	"Educational Focus"
1. Understand how difference in equity impacts our society.							
A Each student will recognize that systemic oppression exists in our society	X	X		X			X
B. Each student will recognize the benefits of dismaniling systems of oppression.		X		X	X		
2 Understand your congruence with citizenship values.							
A. Each student will understand that both action and inaction have consequences on our society.	X	×			X		X
B. Each student will understand how local, national, and global context are interrelated.	X	X	X	X	X	X	
C. Each student will develop a personal definition of civic responsibility.		X			X		
3. Understand the knowledge necessary for the development of a sustainable society. A. Each substant will be able to explain how sustainability relates to his/bor life and whose							
Street students was a Beabe to explain how his/her actions impact issues of sustinability.			'n	X	X		X
C. Each student will be able to explain how systems are interrelated.		×		×			
4. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.							
A. Each student will identify their personal and vocational passions, and make goals related to them				×			
B. Each student will know the resources and the skills needed to pursue his/her vocational interests.	X						X
5. Learn how to develop and sustain interdependent relationship. A. Each student will learn how to develop a peer group that is supportive of his/her personal and academic success.				X			
B. Each student will recognize the benefits of relationships with people of other social identities.							
6. Learn to contribute to the creation and maintenance of a sustainable community.							
A. Each student will learn how their actions and inactions leave a footprint on the earth					X		
B. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.	X			×	X		
7. Learn the skill necessary to be a change agent.	X	\(\rightarrow\)					
A: Each student will think chickiny and develop a more compact understanding of the concepts of community and civic engagement.	\	V					
B. Each student will learn bow to communicate with the media about a social and/or political concern.						X	
C. Each student will learn how to write a letter of concern and/or action to a policymaker.							
8. Demonstrate civic engagement toward the development of a sustainable society.							
A. Each student will explain their civic engagement at a local or global level.							
B. Each student will identify a personal habit that contributes to a							

sustainable society							
Floor Level Initia., es. Monthly	Sept	Oct.	Nov	Vel	Teh	West of the second seco	A A A A A A A A A A A A A A A A A A A
Delivery: RA to Floor Residents	1 ST One on One "Student Success	"Community Building"	"Personal History of	"Community "Building"	3 rd One on One	"Community"	4 th One on One
	confact"	o L	Civic Responsibility"	Dailwiilig	мыланнарниу « Уол"	Bulldillig	Metaphor for the Future
L Understand how difference in equity impacts our society. A Each student will recognize that externic connection exists in such							
socialy							
B. Each student will recognize the benefits of dismantling systems of oppression.							X
2 Understand your congruence with citizenship values.							
A. Each student will understand that both action and fraction have consequences on our society.	X		X		X		X
B. Each student will understand how local, national, and global context are interrelated.	X				X		X
C. Each student will develop a personal definition of civic responsibility.			X		X		X X
3. Understand the knowledge necessary for the development of					×		X
a sustainable sockety. A. Each student will be able to explain how sustainability relates to his/her life and values.							
B. Each student will be able to explain how his/her actions impact issues of sustainability.					X		1000年間の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
C. Each student will be able to explain how systems are interrelated.							X
 Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society. 							
A. Each student will identify their personal and vocational passions, and make goals related to them	X						
B. Each student will know the resources and the skills needed to pursue his/her vocational interests.	X						
5. Learn how to develop and sustain interdependent	X	X		X	X	X	
relationship A. Each student will learn how to develop a peer group that is supportive of his her personal and academic success.				•	•	<	
 B. Each student will recognize the benefits of relationships with people of other social identities. 	X		X		X		
G. Learn to contribute to the creation and maintenance of a sustainable community.							
A. Each student will learn how their actions and inactions leave a footprint on the earth			X		X		X
B. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.			X		X		
7. Learn the skill necessary to be a change agent.							
 A. Each student will think critically and develop a more complex understanding of the concepts of community and civic engagement. 	X	X	X			X	
 Each Student will learn how to communicate with the media about a social and/or political concern. 						X	の では、 できない できない できない できない できない できない できない できない
C. Each student will learn how to write a latter of concern and/or action to a policymaker.							
8 Demonstrate civic engagement toward the development of a sustainable society.							
A. Each student will explain their civic engagement at a local or global level.			X				
B. Each student will identify a personal habit that contributes to a sustainable society					X		

Central Complex Staffing

In order to fully utilize the partnerships and implement the sequence of learning, staff roles need to be intentionally designed and well-defined. The following staff roles are essential to the implementation of the Central Curriculum:

Graduate Mentor for Service Learning (GSL)

The graduate student Hall Director assigned to Warner Hall supports the learning outcomes of Central Complex by also serving as the Graduate Mentor for Service Learning. The GSL will support the Central Complex Residence Life staff in programming and creating initiatives committed to service learning. The GSL will serve as a clearinghouse for potential service opportunities and create partnerships with community service agencies. The GSL will supervise the Service Learning Fellows.

Service Learning Fellows (SLFs)

Three to six upper-division undergraduate Service Learning Fellows will be hired to educate students about the needs of the larger society through developing and coordinating large-scale community service projects 2 per semester. SLFs will facilitate structured post-service project discussions to help residents reflect on real-world conditions and why they exist, to help deepen residents' understandings of such conditions, and to help residents analyze what it means to be a responsible citizen. While the RAs will be focusing on service-learning around a specific building topic, SLFs will have more freedom to work with a variety of agencies around a variety of topics to engage students in shorter term service and learning opportunities. SLF will provide community service opportunities with structure reflection to help students become more civically engaged.

RA Staff Functions

Each building will have specific yet consistent expectations within their sequences. Each RA will facilitate one on ones with residents throughout the year for structured reflection and learning. RAs are essential in helping students find meaning. RAs are also responsible for the facilitation of floor, building, and complex lesson plans. In addition, RAs will have specific partnering responsibilities with community or registered student organizations once a semester.

By dividing staff partnering responsibilities, the success of the staff team is dependent on the success of each partnering organization. This will serve to increase mutual reliance between staff members in their roles, and increase each staff member's investment in their respective organization, increasing the potential for success.

Hall Director Staff Leadership

To further focus on specific skill area development and better reach the Central Complex educational outcomes, collateral assignments have been created for each Hall Director (HD) to capitalize on their own strengths and interests, as well as with the goal of better accomplishing our complex and department goals.

- 1. Morale and Recognition
- 2. Diversity Awareness

3. Staff and Student Leadership Development

4. Website/Central Connection development and maintenance

5. Advisor to Central Complex Community Council

6. Graduate Mentor for Service Learning (pre-assigned to Warner HD position).

In addition, HD staff will be required to commit to other complex and departmental leadership opportunities such as RA class instruction, judicial pre-hearing hours, the Hall Director Advisory Team (HDAT) and other committee work.

Staff Development Syllabus

Each building staff, under the leadership of their Hall Director and the Central Complex Coordinator, will participate in regular weekly development around their topical area. Weekly readings and/or activities will be expected to be conducted during staff meetings to enhance the understanding of all staff members around the partner agency and its pertinent issues. Staff will be expected to participate in on-going development that may include a significant conference/retreat component when the finances and schedule allows.

Central Connection

The Central Complex electronic newsletter communicates events and service opportunities to the Central Complex residents. The Connection will also highlight and recognize students and communities who have demonstrated leadership through service and who, therefore, have exemplified what it means to be an active and engaged Central Complex citizen. Central Connection will post periodical current pertinent social and/or political issues.

Assessment Plan

Although assessment will be done on each of the learning outcomes, the focus for the 2007-2008 assessment plan will be on the following learning outcome: "Learn to contribute to the creation and maintenance of a sustainable community." This outcome has two corresponding learning goals:

A. Each student will learn how their actions and inactions leave a footprint on the earth. B. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.

In short, participating in service will provide students with the skill, knowledge, and behavior needed to become an agent of change towards a sustainable society. By evaluating this outcome at several times during the year, and in several ways, we can assess not only the level of a student's awareness of sustainability but also their civic engagement efforts in their community at a local, national, or global level.

Assessment and reflection for the Central Complex service-learning curriculum will focus on the following questions:

What is the baseline knowledge of sustainability of our residents? What is a sustainable community? Did each student take an assessment of their footprint on earth?

What was their interpretation of their footprint?
What personal habit or consumer mentality contributes to sustainability?
What habits or mentality have they changed to be more sustainable?
What new knowledge have they constructed?

The following methods will be used for assessment:

Student Attitude Assessment

Surveys will be administered during August, December and in April to determine if our initiatives had an effect on Central Complex learning outcomes as predicted and demonstrated by the study, "How Service Learning Affects Students" (Astin, Vogelgesang, Ikeda & Yee, 2000). Surveys will ask students to self-report if they have participated in Central Complex community service and service learning opportunities, and if their attitudes have changed. Results of students who have participated in service, and those who have not, will be compared to analyze the effect of service on the participating student.

RA/Resident & HD/Resident One on Ones

RAs and HDs will ask students 2-3 questions related to our desired learning outcome and will compile/summarize the answers.

Active Reflection as Assessment and as a Learning Tool

An important component of the community service focus in Central Complex is active reflection by the participants and critical evaluation of our efforts as a staff.

Before and after each community service event or trip, participants will be given structured time to reflect on their experiences and reactions as a group. This reflection will not only allow participants an opportunity to process the event or program, but also giving allows them to place their experience within a larger community, or global, context.

In addition, both participants and partner agencies will be asked to evaluate their experiences with the program or event by a simple questionnaire that asks how the program met their expectations.

Focus Groups

Students who have participated in Central service learning initiatives will explore further the relationship between their participation in service and their personal awareness and connection to sustainability.

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