

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: <u>Education</u>	Today's Date: <u>11/05/10</u>	
b.	Department/Division: <u>EDP</u>		
c.	Is there a change in "ownership" of the course?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____		
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)
e.	Contact Person Name: <u>Fred Danner</u>	Email: <u>fdanner@uky.edu</u>	Phone: <u>257-7878</u>
f.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term ² : _____
2. Designation and Description of Proposed Course.			
a.	Current Prefix and Number: <u>EDP 518</u>	Proposed Prefix & Number: <u>EDP 518</u>	
b.	Full Title: <u>Mental Hygiene</u>	Proposed Title: <u>Contemporary Topics in University Residential Living</u>	
c.	Current Transcript Title (if full title is more than 40 characters): _____		
c.	Proposed Transcript Title (if full title is more than 40 characters): <u>Topics in Residence Life</u>		
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____		
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.		
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation
	_____ Clinical	_____ Colloquium	_____ Practicum
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation
	_____ Clinical	_____ Colloquium	_____ Practicum
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
	Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>	

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 1/15/09]

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.)

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h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>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.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>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.</u>	
j.	Current Prerequisites, if any:	PSY 100 , PSY 215, or EDP 202	
	<i>Proposed Prerequisites, if any:</i>	PSY 100, PSY 215, or EDP 202 and must be a Residence Life Advisor	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>This course has been centered around and restricted to those employed by Residence Life for approximately 20 years. As 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.</u>		
5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, identify the depts. and/or pgms: <u>UK's Office of Residence Life</u>		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> 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.)	

⁶ 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:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDP	11/05/10	Fred Danner / 257-7878 / fdanner@uky.edu	
College of Education Courses and Curricula Committee	11/23/10	Doug Smith 257-1824 / desmit1a@email.uky.edu	
Education Faculty	12/16/10	Steve Parker 257-8847 / spark1a@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	3/27/2012	Sharon Gill	
Graduate Council	4/6/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDP 518: Mental Hygiene (RA Class) Spring 2012

Class Time and Location:

Lecture	Tuesdays 2:00-3:15pm	CB 204
DG 001	Thursdays 2:00-3:15pm	Roselle Hall classroom
DG 002	Thursdays 2:00-3:15pm	Smith Hall classroom

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:

Student 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 basic concepts of community development in a residential environment.
2. Develop competencies for basic helping skills and counseling techniques for interacting with students.
3. Understand student development theory and environmental factors that impact student socialization and persistence.
4. Make connections with relevant campus and community partners about resources that address residents' needs.
5. Examine their own behavior and skills by using critical and reflective thinking.

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-bearing 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 discussion 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 discussion 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:

Points Breakdown:		Percentage	Undergraduate Grading Scale	
Attendance Participation:	100 points	15%	90-100	A
Campus Issues/Topics:	15 points	10%	80-89	B
Journals:	40 points	10%	70-79	C
Crisis Inventory	5 points	0%	60-69	D
Community Mapping 1	50 points	10%	below 60	E
Community Mapping 2	100 points	20%		
Resume	45 points	20%		
Capstone Reflection	50 points	15%		
Total points	400 points	100%		

Graduate Grading Scale	
A	90 to 100%
B	80 to 89%
C	75 to 79%
E	0 to 74%

Mid-term grades:

Mid-term grades for undergraduate students will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

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. After five working days, assignments will not be accepted for credit. 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. This is a 500 level class—your writing needs to reflect this. Papers submitted without proofreading are not acceptable and will be graded accordingly.

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.

All course work for the semester must be completed by the last class session of the semester (Thursday, March 29, 2012)

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 (15 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. You may do this as an individual, in pairs, or trios, but there must be an equal amount of work shown among all group members. In order to earn the full points possible, you must show the following:

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?
6. Are there other campuses/Residence Life departments dealing with this topic? If so, how.

Crisis Inventory— (5 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 a follow up session with Steve Stauffer and Justin Blevins.

1. Complete the inventory in your first class meeting. Your instructor will compile results and will return to you.
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 on Thursday, February 9, 2012.**

Journals (40 points total; 10 points per journal)

There are a total of 4 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 Values and Ethics (Choose one) due at the start of discussion group on January 19th

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 2 (Choose One) due Thursday, February 2nd

1. 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?
2. Think of a time when you or someone you know has been resistant to those in authority. Briefly describe 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 3 Community Development (Choose One) due at the start of discussion group on February

16th

1. Watch or screen a movie that is an example of some sort of community. 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
- Loser
- Annapolis

- Write a brief summary of how college/community was depicted in the film and how this compares to your community.

Journal 4 Campus Resources – due at the start of discussion group on **March 8th**.

- During this checkpoint, residents should feel more comfortable with you in your role as the RA and will more likely begin to share their academic and personal concerns. In your journal, you should be able to demonstrate your ability to refer students to the appropriate department or campus resource for assistance. **Please submit the journal that you are submitting to your supervisor for the 3rd Academic Checkpoint.**

Community Mapping part 1 (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). Please use the community map that you created for the 1st Academic Checkpoint. You will turn it in to your supervisor first, and then to your Discussion Group instructor at your discussion group meeting on **January 26th**. **You must complete both parts of this assignment in order to receive full credit.** The grading rubric for the community mapping assignment is:

Part A: The Map- 20 points:

Labeling each resident's name, major room number and at least 1 interest	10 points
Identification of early leaders on the floor	5 points
Utilization of creativity	5 points

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:

Introduction	5 points
A description of your community based on the questions below	5 points
A description of how you will address the needs of your community	5 points
Overall Content	5 points
Grammar and Mechanics	5 points
Conclusion	5 points

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 to help 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 (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. **Part 2 is due at the start of discussion group on March 22nd.** You may use your first map and add the updates, or create a new map. The grading rubric for part A is:

Part A: The Map -40 points:

Updating resident information	20 points
Identification of formal and informal leaders	10 points
Identification of social groups and interests	5 points
Utilization of creativity	5 points

1. Update your existing map of your floor, or create a new map 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.** The grading rubric for the part B is:

Introduction	5 points
Updating your community description based on the questions below (questions 1-3)	20 points
How you interact with your residents (questions 4-7)	20 points
Conclusion (questions 8 and 9)	10 points
Grammar and Mechanics	5 points

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/Cover Letter (45 points)

1. Bring a copy of your current resume and cover letter to lecture on **February 14th**. (Marketing the RA position) and we will do peer reviews of the resumes and cover letters.
2. Based on the information from lecture and the peer reviews, update your resume and cover letter and turn in at discussion group February 23rd.

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. In addition, you will submit a cover letter. The resume and cover letter should be the requisite quality needed when applying for an internship or professional position. The grading rubric for the resume assignment is:

- | | |
|--|-----------|
| 1. Format and Layout (Resume) | 5 points |
| 2. Format and Layout (Cover Letter) | 5 points |
| 3. Style (Resume) | 5 points |
| 4. Style (Cover letter) | 5 points |
| 5. Content (overall) | 15 points |
| 6. Grammar/Vocabulary | 5 points |
| 7. Mechanics (spelling, punctuation, capitalization) | 5 points |

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 semester, you will articulate this process in a 3-4 page paper (750-1000 words). Your Capstone reflection paper is due at your last discussion group meeting on **March 29th**. The grading rubric for the Capstone assignment is the following:

- | | |
|---|-----------|
| 1. Overall style of paper (meets writing assignment requirements) | 15 points |
| 2. Content—High quality content, demonstration of reflection and learning | 20 points |
| 3. Answered all of the questions below | 10 points |
| 4. Spelling and Grammar | 5 points |

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

Thursday, January 12 Discussion Group 1: First Class Session/ Intro to the Class

Assignment due: none

Assignment for next class: complete the Crisis Inventory form in class/ sign up for Campus Topic date

Tuesday, January 17 Lecture 1: Professionalism/Dealing with Change/Leadership

Presenter: Lisa Lockman

Reading due for class: Review Staff Manual page A 1-2, I 4

Assignment for next class: Journal 1 due at beginning of Discussion Group

Thursday, January 19 Discussion Group 2: Ethical Decisions

Assignment due: Journal 1

Tuesday, January 24 Lecture 2: Emergency Management

Guest Presenter: Residence Life staff

Reading due for class: review section M of the staff manual and your BEAP

Assignment due for next class: Community Mapping part 1

Thursday, January 26 Discussion Group 3: Community Development

Assignment due: Community Mapping part 1(will present in class)

Tuesday, January 31 Lecture 3: Academic Initiatives and Programming

Guest Speaker: Trisha Clement-Montgomery and Susan Wilton

Reading due: TBA

Assignment due for next class: Journal 2 due at beginning of Discussion Group

Thursday, February 2 Discussion Group 4: RA Survival Skills

Assignment due: Campus Topic discussion, Journal 2

Assignment for next Class: review your BEAP, Emergency procedures section of the staff manual

Tuesday, February 7 Lecture 4: QPR Training

Guest Presenter: outside presenter

Reading due: Review staff manual page M 22

Assignment for next class: Campus Topic discussion, Crisis Inventory with supervisor's signature

Thursday, February 9 Discussion Group 5: QPR debriefing/Open Topic

Assignment due: Campus Topic discussion, completed Crisis Inventory

Assignment for next class: bring a copy of your current resume and cover letter to lecture next week

Tuesday, February 14 Lecture 5: Marketing the RA position/ Your Role at RA Interview Day

Presenter: Lisa Lockman

Assignment for class: bring a copy of your current resume and cover letter to class today

Assignment for next class: Campus Topic discussion, journal 3 due

Thursday, February 16 Discussion Group 6: Open Topic

Assignment due: Campus Topic discussion, journal 3 due

Reading for next class: Review the staff manual L 1, M 17-21

Tuesday, February 21 Lecture 6: Alcohol/VIP Center

Guest Presenters: Drew Smith, Billy Korinko, Rhonda Henry

Assignment due: Review staff manual L1 and M 17-21

Assignment for next class: campus topic discussion, revised resume and cover letter due

Thursday, February 23 Discussion Group 7: Open Topic

Assignment due: Campus topic discussion, revised resume and cover letter

Tuesday, February 28 Lecture 7: Understand and Explore Differences

Presenter: Residence Life staff

Assignment for next class: Campus topic discussion

Thursday, March 1 Discussion Group 8: NIOH

Assignment due: Journal 3, Campus topic discussion

Tuesday, March 6 Lecture 8: TBA

Assignment for next class: Journal 4 due

Thursday, March 8 Discussion Group 9: Self-care/Open Topic

Assignment due: Journal 4, campus topic discussion

Tuesday, March 20 Lecture 9: Last Lecture –Capstone reflection

Presenter: Lisa Lockman

Assignment for next class: Campus Topic discussion, Community Mapping part 2 due

Thursday, March 22 Discussion Group 10: Open Topic or Staff Dynamics

Assignment due: campus topic discussion, Community Mapping Part 2

Assignment for next class: Capstone reflection paper

Thursday, March 29 Discussion Group 11: Final Class

Assignment due: Capstone Reflection paper

Final Exam Information

Date, time, location, other information

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks

around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.