Dickinson Complex Curriculum Executive Summary
2007-2008
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Charles Anderson asserts in a essay that "the university should be neither a trade school nor a repository of tradition, but rather an institution with the responsibility for the preparation of citizens, the training of professionals, and the communication of a cultural inheritance" (1993, p. 2). The Office of Residence Life at the University of Delaware has embraced this sentiment by identifying as its educational priority, citizenship. To that end, Dickinson Complex staff members help students begin the journey towards becoming civically engaged and active community members. The 2007-2008 curriculum articulates the means to this end and is designed to challenge students' preconceived notions about the purpose of a college education and their freshman year experience.

Most students eagerly anticipate their college experience and we hope they make an attempt to maximize these experiences. However many students engage in college opportunities and experiences as if they were practice runs of their lives post-baccalaureate. There is a sense that their "real" lives will start once they have walked off the Harold "Tubby" Raymond field at the end of commencement. Students fail to recognize that all of their decisions, actions and behaviors do have tremendous impact in their immediate communities as well as the larger society. The Dickinson curriculum through an exploration of the tenets of sustainability will seek to help students reflect on these connections and begin to develop the skills necessary to be active citizens.

Students and staff members in the Dickinson complex will learn from one another by engaging and challenging one another in year-long conversations around issues of sustainability. The three elements of sustainability are rich in opportunities to mobilize students to act, move, and make a difference in the world around them. Sustainability involves the simultaneous pursuit of economic prosperity, environmental quality and social equity famously known as the *triple bottom line*. Sustainability is defined as achieving economic and social development in ways that do not exhaust a country's natural resources (U.S. Bureau of the Census webpage, 1996, p. D-4).. Second Nature, a network committed to promoting sustainability in higher education put forwards this vision of a sustainable future:

"If you were to imagine a sustainable society it would be such that all present and future generations of humans:
- are healthy and can meet their basic needs
- have fair and equitable access to the Earth's resources
- have a decent quality of life
- celebrate cultural diversity
- are realizing their highest aspirations
- and restore and preserve the biologically diverse ecosystems on which we all depend (Second Nature webpage, 2005, ¶ 1)."

There are a number of factors that may impede the achievement of a sustainable future. Most notable among them is the lack of knowledge that exists among the general population. The United States has approximately 5% of the world population but consumes 25% of the world resources. Much of the U.S. public doesn't know that we are

currently exceeding the carrying capacity of the planet. If the rest of the world adopts or continues in the same vein as US society, the future looks bleak for our planet. "If all 6 billion people were to share the world's resources equally, Americans would have to reduce consumption by 80% for each of us (Woodride, 2007, ¶ 14)." Sustainability provides a mechanism to take a comprehensive look at the interconnections that exist between ecological, economic and equity issues such as global warming, pollution, health and poverty and work towards lasting solutions (Edwards, 2005). While students will not be prepared to nor are they expected to tackle these complex topics during their freshman year, it is imperative that they begin to develop a values system that considers how their actions contribute to the further augmentation of these issues. As such sustainability provides a viable conduit for citizenship education and the development of a particular values system.

The final reason why an exploration of sustainability is beneficial to students and the larger society is due to a purely practical and pragmatic one that reflects the shift that is occurring in the business sector. Ninety percent of Fortune 500 CEOs agreed that "sustainable development is important to their company's future," however only 30 percent say they have the "skills, information, and personnel to meet the challenge" (Campaign for Environmental Literacy webpage, 2005, ¶ 3). As we prepare the professionals of tomorrow, we would be remiss if we did not prepare them with the skills that the market is demanding.

The Dickinson Complex curriculum is constructed to help students understand that everything that they do matters - it is all important. All actions and decisions have consequences, whether those consequences are intended or unintended, positive or negative does not mitigate their existence. It all has impact and contributes to the world being a better place or not being a better place. By the end of the year, each student will face at least once, the key question, "*how did my choices today help or harm the community?*" The staff members delivering the curriculum will spend significant amounts of time, energy and contact hours providing students with the skills, information and reflection opportunities they need to effectively answer this question.


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University of Delaware
Office of Residence Life

Dickinson Complex Curriculum
A Sustainable Community
2007-2008
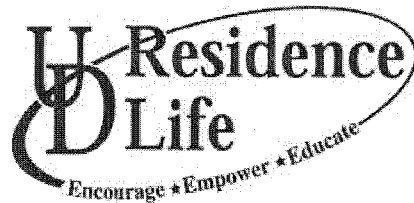
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Office of Residence Life Educational Priority

The Office of Residence Life (ORL) is committed to providing residence hall students with an intentional living and learning environment that supports the academic mission of the University of Delaware. The Faculty Senate of the University of Delaware has expressed ten goals of undergraduate education to prepare students for successful and meaningful lives in the dynamic and evolving global society (University of Delaware Office of Undergraduate Studies, General Education Initiative, 2007). The ten goals are intended to serve as a guide for educators within the University community in their work with undergraduate students. General education goals and requirements are intended to articulate those foundational knowledge, abilities and skills that are the hallmarks of a college educated individual. The Association of American Colleges & Universities (AAC&U) defines general education as the part of an undergraduate education that all students share and "forms the foundation for crucial intellectual and civic capacities" (Leskes & Wright, 2005, p.1). Charles Anderson asserts that "the university should be neither a trade school nor a repository of tradition, but rather an institution with the responsibility for the preparation of citizens, the training of professionals, and the communication of a cultural inheritance" (1993, p. 2). Our interactions with students in the residence halls are filled with opportunities to prompt reflection and contribute to this learning. As educators who make significant contributions to the educational accomplishments of our students, we are dedicated to developing the whole person in order to prepare them to be engaged citizens. The Dickinson Complex curriculum embraces the overarching learning priority of the Office of Residence Life while focusing on freshmen and their educational needs. The department's educational priority is:

> ### 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 identified twelve competencies associated with this priority. Competencies are defined as the knowledge, skills and behaviors that students should achieve as a result of living within the residence halls. These twelve competencies serve as building blocks throughout a student's years within the residence hall environment leading towards the attainment of the educational priority of citizenship. The Dickinson Complex will focus on the seven freshman competencies which serve as the learning outcomes for the complex.

Rationale

The Dickinson Complex serves as home to 738 first year students. Residence Life staff members provide students with the skills and resources they need to transition from high school to college. The college years serve as a period of intense personal and identity development. For most students this is the first opportunity to explore their personal

value systems, life experiences, and begin the journey into adulthood (Miller & Prince, 1976). According to Sanford the development that occurs during the college years fosters the complex ability to integrate and act on different influences and experiences (1967). As part of an institution of higher education we have an obligation to assure that students are prepared to lead lives of civic and moral responsibility and maturity (Colby, Ehrlich, Beaumont, & Stephens, 2003). We would be remiss in our duties as educators if we did not consider the learning enterprise within the context of the student populations' characteristics, their current knowledge, and their current values and behavior patterns (ACPA & NASPA [American College Personnel Association & National Association of Student Personnel Administrators], 2004). In order to develop a successful educational experience for freshmen living in the Dickinson Complex, four key questions were asked:

1. What does national research about millennial students and college freshmen tell us?
2. What are the characteristics of University of Delaware students
3. What are the characteristics of Dickinson students?
4. How do we engage these students in the learning enterprise?

By answering these questions we will have a better sense of the means and ways to truly engage students in transformative learning that will focus on the development of citizens.

What do national trends and research about millennial students and college freshmen tell us?

The American college student presents interesting challenges and opportunities to educators. Research about students in this generation, the Millennial Generation or Generation Y, provides insights that can guide our work with them. Demographics for millennial students are increasingly more diverse than ever before, coming from a wide range of backgrounds and experiences. These students are team orientated and focused on achievement (Coomes & DeBard, 2004). There are a number of different characteristics and trends associated with this generation but there are three primary characteristics that will guide our work in the Dickinson Complex.

- *Millennial students are sheltered:* Millennial students have been sheltered by parents and authority figures in their lives. Even as they enter the college community they continue to be nurtured, protected, and disciplined to keep them from harm. Parents often intercede on their behalf. This can make it difficult for these students to develop the skills necessary to solve problems on their own. Students expect that the "rules" will be clearly communicated to them and that they will be provided with direction. According to Howe and Strauss (2000) millennials have come to trust and count on authority. Researchers suggest that millennial students may lead ambitious but "directionless" lives in the relatively liberated environment of college (Schneider & Stevenson, 1999).

- *Millennial students are confident:* These students have been encouraged to believe in themselves and the positive prospect of the future. They have been met with positive outcomes and feedback by the authority figures in their lives

on a number of different fronts. They have been awarded and rewarded as they grew up and generally believe that all will be well in the end. They are less committed to social activism but committed to service. Service is seen as the primary means to make positive changes in their communities (Sandfort & Haworth, 2007). 83% of 2005's incoming college freshman report doing service during their senior year of high school (Higher Education Research Institute, 2006), however many admit that they do the service to build up their resumes. Millennial students have had very little trouble meeting the expectations of their parents and other authority figures as long "their own expectations of beneficial outcomes are met" (Coomes & DeBard, 2004, p. 36).

- *Millennial students are conventional:* Millennial students have come to accept the social rules that have been placed upon them (Coomes & DeBard, 2004). They have come to accept common codes of conduct as second nature. They have been taught to value diversity (Raines, 2002). Millennials try to be inclusive of others. 70 % of college freshman report socializing with someone of another ethnic group in the last year (Higher Education Research Institute, 2001). According to data collected by the Cooperative Institutional Research Program, students in this generation are moving away from liberal labels and more toward "middle of the road" or conservative political identifications (2003). Increasingly students in this generation have stopped questioning authority on either side and have a more "go along" attitude.

These characteristics and values offer insight as we craft educational strategies to impact the lives and minds of these students. While this information is useful and provides some insights, we are aware of the limitations of a generational approach. This theory may not account for subcultures that exist on campus and/or students who are members of marginalized groups (Coomes & DeBard, 2004). Mega theories such as those associated with millennial students can lead to stereotyping and overgeneralization. As we use the information outlined above, we place it within the more specific context of University of Delaware students and their needs.

What are the characteristics of University of Delaware students?

During our examinations we evaluated the skills and experiences that freshman students bring to the University of Delaware community. Our research, data collected from the Office of Undergraduate Admission, Office of Institutional Research & Planning, Housing Assignment Services, observations by professional and student staff members, and direct access to over seven hundred freshmen in Dickinson provided us with the following characteristic generalizations about the of the University of Delaware student body:

- The University of Delaware student population represents limited racial diversity- 83.1% are Caucasian and 16.9% are minority.
- A majority of students are encouraged to get involved in community for credit, not for self-satisfaction.
- A majority of students have a "What's in it for me?" attitude.

- The majority of students are traditional-aged undergraduates: 4% of undergraduate students are 25 or older and the average age of all full-time students is 20. Therefore it can be assumed that the majority of freshmen are traditional-aged students with an average age of 18 years old.
- 60% of students come from out-of-state.
- A majority of students belong to upper-middle socio-economic class families.

This information influences the manner in which we will seek to engage this student population in the learning enterprise. There are so many differences among the student population but one characteristic with the potential to connect to all students, regardless of unique attributes is socio-economic status.

In recent years, the gap between the rich and the poor has widened significantly (Adams, Bell, & Griffin, 1997). This is particularly true in the United States. College students as a whole are coming from wealthier families than their non-collegiate counterparts (Coomes & DeBard, 2004). According to a recent Higher Education Research Institute survey of college freshman, 45.2 percent had parental income above $75,000 per year, compared to 25.1 percent in 1998, with more than twice as many making over $100,000 (Sax, Lindholm, Astin & Mahoney, 2002). However the wealth disparity that exists in the larger national society exists in our college campuses. The same report indicates that about 14.1 percent of students in 2002 come from families that make $25,000 or less. While we do not have direct information about the actual financial records of University of Delaware students, we can make some inferences based on the financial information to which we do have access.

The following tables were found on the University of Delaware's Institutional Research website (University of Delaware Office of Institutional Research & Planning, 2007c)

Table 1: University of Delaware, Newark Campus
Enrollment by Residence Status

	N	%
Undergraduate	15211	100
Resident	6044	40
Nonresidents	9167	60

Table 2: Student charges at the University of Delaware
2006-2007

	Resident	Non-Resident
Tuition & Fees	$7,740	$18,450
Room & Board	$7,366	$7,366
Total	$15,106	$25,876

Table 3: Number of Enrolled Students Awarded Aid
2006-2007

	First- time Full-time Freshman
A. Number of degree-seeking undergraduates students	3509
B. Number of students in line A who applied for need-based financial aid	2513
C. Number of students in line B who were determined to have financial aid	1285
D. Number of students in line C who were awarded financial aid	1255
E. Number of students in line D who were awarded any need based financial aid scholarship or grant aid	929
F. Number of students in line D who were awarded any need-based self-help aid	1026
G. Number of students in line D who were awarded any non-need-based scholarship or grant aid	705
H. Number of students in line D whose need was fully met (except PLUS loans, unsubsidized loans and private alternative loans)	704
I. On average the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)	79%
J. The average financial aid package of those in line D. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)	$9,706
K. Average need based scholarship or grant award of those in line E	$5,197
L. Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loan) of those in line F	$5,083
M. Average need based loan (excluding PLUS loans, unsubsidized loans and private alternative loan) of those in line F who were awarded need-based loan	$4,513

(University of Delaware Office of Institutional Research & Planning, 2007a)

About 60% of all UD students are not residents of the state of Delaware. These individuals have significant financial obligation in comparison to their Delawarean counterparts. The majority of first time freshmen file an application for financial aid (FAFSA), however slightly less than half of them are determined to actually have need, based on University and federal government determinants. This leaves a significant number of students with the responsibility of finding alternative sources to fund their education. The average award package of those who are awarded aid is $9,706. This is

$5,400 less than the cost for in-state students. All in all, it is expensive to attend the University of Delaware and the majority of students are finding some means to finance it. Regardless of the source of funding for University related costs (parental contributions, outside loans or money earned by the student) the culture and environment of this particular University impact students' view of money and what they see as the purpose of it. There are certain sets of cultural beliefs about economic power that exist on the University of Delaware campus. These beliefs are part of the subconscious and are rarely discussed. These beliefs constitute the "basic stratum, that which lies deepest in the architecture of our life. By them we live and by the same token we rarely think of them" (Ortega Y Gasset, 1941). These beliefs are typically not open to regular questioning.

When considering our student population it would seem an exploration of issues of socio-economic status and class provide an opportunity to challenge students preconceived notions and start to develop identity and values system that are conducive to the educational priority of citizenship. According to statistics from the graduating class of 2005, 77.2% of students graduating from the University of Delaware will have a full time employment at the end of their undergraduate career (University of Delaware Office of Institutional Research & Planning, 2007b). Students graduating from this University will likely have economic freedom and education at their disposal to contribute to their community and society.

What are characteristics of Dickinson students?

Dickinson Complex is located on the West Campus of the University of Delaware. Almost half of the total freshman class is housed on West Campus in the Rodney and Dickinson Complexes. There are a number of similarities between the two complexes and staff members collaborate on a number of initiatives. However there are some distinguishing characteristics of Dickinson complex and its students. Dickinson is home to a very vibrant and active community of students. This is due in large part to the physical set-up of the building. Each floor has 17 double rooms with a lounge at the center of the floor. Students can often be found with their doors open or spending time in the lounges.

The introduction of the Learning Integrated Freshman Experience (LIFE) program has had a significant impact on the culture of Dickinson. First-year students in a LIFE cluster are assigned to the same residence hall community and are co-enrolled in at least two courses. The LIFE program provides an integrated holistic undergraduate experience that enhances students' classroom activities by providing them with experiential opportunities to reinforce and further learning (LIFE Students FAQs webpage, ¶ 3). Learning is defined as the "comprehensive, holistic, transformative activity that integrates academic learning and student development" (ACPA & NASPA [American College Personnel Association & National Association of Student Personnel Administrators], 2004, p.4). The authors of *Learning Reconsidered* (2004) place great emphasis on situating students' reflective processes at the core of the transformative learning experience. Due to the nature of the dynamic and interactive complex culture and the student population there are a number of opportunities for the residence life staff to prompt reflection and insert and assert a great deal into the environment.

For the past two years, the Business and Economics (B&E) LIFE clusters have been housed in Dickinson Complex. Approximately 55% of Dickinson students identify

as B&E majors. During their first semester, these students take a University Studies course (UNIV 101) and an Introduction to Micro- or Macro-Economics (ECON151 or ECON152). This provides additional opportunities as we craft learning strategies that complement the students' course work, particularly during the first semester. Dickinson Complex also houses a large number of students who are undeclared. The needs of these students should be considered as they need to identify their goals and aspirations.

How do we engage the Dickinson students in the learning enterprise?

There are a number of skills and behaviors we want our students to exhibit as they move forward on their journey to becoming active and engaged citizens. The primary focus is on developing reflective skills with the ability to be critical. As students formulate a stronger sense of identity and demonstrate growth we want them to develop an understanding of who they are in the world (i.e. what are they about?, what is important to them?) and finally help them find or create opportunities to affect positive change in the community around them. While our students are relatively young, it is important that we consider their proficient cognitive and intellectual abilities and treat them as adults. The residence halls should serve as a microcosm of society with the students as a community of learners fully engaged in the process. Residence life staff members will help students reflect on their experiences. The primary objective of staff members is engaging students in community conversations so that community members can learn from one another.

In order for students to be actively engaged in this process, educators must assure that they are presenting information that is relatable and personal. Students should be able to connect the learning they encounter in the residence halls to the personal, professional and/or academic spheres of their lives. The student should have a reason to care about what the educator puts forward. It is vitally important that the environment is one which does not allow students to passively miss what is occurring. Students should be confronted with this information at every turn and understand the interconnectedness of everything that is presented to them. This is one of the benefits inherent in working in the residence hall environment, the numerous points of contact. The environment is rich with opportunities to let students know what we consider important and leave a mental footprint on their consciousness.

Dickinson Complex Focus

Sustainability education provides the opportunity to be both relatable and personal. It provides a viable starting point for engaging students on issues and topics that are very relatable, personal and have a direct impact on students' very existence. The three elements of sustainability are rich in opportunities to mobilize students to act, move and make a difference in the world around them. Sustainability involves the simultaneous pursuit of economic prosperity, environmental quality and social equity famously known as the *triple bottom line*. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission On Environment and Development [Brundtland Commission], 1987). Second Nature (2005), a network committed to promoting sustainability in higher education put forwards this vision of a sustainable future:

"If you were to imagine a sustainable society it would be such that all present and future generations of humans:
- are healthy and can meet their basic needs
- have fair and equitable access to the Earth's resources
- have a decent quality of life
- celebrate cultural diversity
- are realizing their highest aspirations
- and restore and preserve the biologically diverse ecosystems on which we all depend."

Higher Education plays a profound and pivotal, but often overlooked, role in making this vision of a sustainable future a reality. It prepares most of the professionals who develop, lead, manage, teach, work in and influence society's institutions" (Second Nature: Education for Sustainability, 2005). Andres Edwards (2005) describes sustainability as a buzzword in the last decade, whose full meaning is complex and emerges from a range of different sectors. In practice, it has become the springboard for millions of individuals throughout the world who are forging the fastest and most profound social transformation of our time-the sustainability revolution. Edwards goes on to emphasize that sustainability provides a mechanism to take a comprehensive look at the interconnections that exist between ecological, economic and equity issues such as global warming, pollution, health and poverty and work towards lasting solutions (2005).

Universities have always existed to nurture healthy communities and economies through education. But today, more than ever before, universities are realizing that they also need to set positive social, environmental, and economic examples for their societies to follow (The University of British Columbia Sustainability Office, 2006). Sustainability reflects a new social ethos that relies on the web of relationships that exist in our society. The triple bottom line of environment, economy and equity play out in all levels of governmental, societal and business transactions. The triple bottom line is supported by a fourth element: education. Sustainability education provides the mechanism to help individuals understand the dynamic nature of the interrelationship of the triple bottom line (Edwards, 2005). David Orr, a leading sustainability scholar, makes note that "knowledge carries the responsibility that it is well used in the world" (2004). The sustainability revolution has led to developments in a number of fields such as communications, finance, transportation, architecture/construction and medicine.

The majority of students in the Dickinson Complex are business majors so it is important to connect them to the paradigm shift that is occurring in the business sector in employing sustainable practices. Major corporations such as Hewlett-Packard, Nike, Bank of America, F.C. Johnson, Collins Pine Company, Fetzer Vineyards and the U.S. Army are adopting the concepts of sustainability. These companies have come to believe that as large scale business and industries they have significant impact as employers, users of resources, and designers and suppliers of products. They are in a unique position to influence more effective use of the world's resources (Quinn & Norton, 2004). These companies and many others like them have adopted a business ethic that looks more to long term implications on the environment and societies to which they belong rather than short term motive of profit maximization. Leaders are finding that their companies are

benefiting financially by "doing good" (Quinn & Norton, 2004). In a recent Arthur D. Little study, 90 percent of Fortune 500 CEOs agreed that "sustainable development is important to their company's future," however only 30 percent say they have the "skills, information, and personnel to meet the challenge" (Campaign for Environmental Literacy, 2005).

As we translate the knowledge about what is happening in the corporate and governmental sector to our students, it has the ability to have direct impact on their learning. True, real, meaningful learning must have two components: the content knowledge that one can get in the classroom, through the media and other sources and the personal experiences that one can relate back to the content knowledge. When these two interactions come together, life long, transformational learning can take place. The tenets of sustainability provide a framework to bring these two together.

One of the key tenets of sustainability that is especially relevant to University of Delaware students revolves around the excessive consumerism and consumption that is at epidemic proportions in American society. A recent *Newsweek* article made the following commentary about American spending:

> "Americans are spending with plastic at a staggering rate. Consumer credit-card debt has almost tripled over the last two decades—from $238 billion in 1989 to $800 billion in 2005, according to an analysis of Federal Reserve Board data by Demos, a national research and consumer advocacy group. The average American family now owes more than $9,000 in credit debt, according to Gail Cunningham of the Consumer Credit Counseling Service (CCCS) of Greater Dallas, a nonprofit financial-management group. And with credit companies mailing out a record 6 billion credit-card offers last year (according to Mail Monitor, a market research group), American families are averaging about seven cards. "It's a picture of America on the edge," says Cunningham" (Bennet, 2006, ¶3).

It has been reported that the average American spends $738.11 during the holiday season alone (Wisdom Financial Inc., 2005). The majority of UD students are privileged in their purchasing power. They have the ability to buy, use, and seek out what they want, when they want it with very little effort exhibited on their part. This desire to possess brings up a number of different issues that our students should explore: What causes them to buy? Advertising? Peer pressures? How does what they buy impact those around them, in terms of establishing a local campus culture or to a greater extent what manufacturers and suppliers will sell? This issue will be examined from a social justice and wealth disparity and inequities position in terms of assessing what is spent on meaningless, temporary things, while there are individuals who do not have basic necessities. This will also be explored in terms of impact on environment. Additionally the Dickinson Complex will focus on what things students choose to use and how they use it—i.e. energy sources, water, paper, etc. There are a number of different avenues which will be explored and will provide students with an opportunity to develop those skills which I have listed above.

Sustainability education provides the opportunity to help students move beyond an ego-centric and "what's in for me" attitude. This type of education fosters an ethic of care for the community versus thinking solely of personal benefits and gains. We propose that it is in fact in students' best of interest to consider the community in their decision making process. The Dickinson curriculum intends to help students adopt a worldview focused on the interconnectedness of networks and systems. We will seek to broaden their perspective and help them understand their ability to change the world around them through their decisions and action. The Dickinson Complex curriculum will ask students to reflect on influences and decision making process in their lives. Students will be asked to consider adopting a more sustainable ethic in their patterns of consumption and conservation towards a sustainable community.

Complex Learning Outcomes & Goals

The professional staff of the Office of Residence Life designated twelve competencies that serve as the building blocks for students as they work towards the educational priority of citizenship. The competencies also serve as the learning outcomes. The learning outcomes and goals for 2007-2008 are found on the following chart:

Table 4: 2007-2008 Learning Outcomes –Final Draft, 2/20/07

Competency	1st	2nd	3rd	4th
1. Understand how your social identities affect how you view others.				
A. Each student will understand their social identities which are salient in their day-to-day life.	X			
B. Each student will be able to express an understanding of how their social identities influence their views of others.	X			
2. Understand how differences in equity impact our society.				
A. Each student will learn about the forms of oppression that are linked with social identity groups.	X			
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.		X		
-What I do and don't do civically and politically matters.		X		
-Social problems are everyone's responsibility.			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.				
A. Each student will know how to critically examine their individual contributions to groups to which they claim membership.	X			
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 their values, and how their actions impact issues of sustainability.		X		
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 vocational interests.		X		

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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 their daily habits and consumer mentality.			X	
11. Learn the skills necessary to be a change agent.			X	
12. Demonstrate civic engagement toward the development of a sustainable society.				X

Each of the learning outcomes listed below are presented as a skill, knowledge, or behavior that a student will/should attain. The learning goals listed underneath, are written in "each student will" language. Some of the learning goals are those specified by the Office of Residence Life and can be distinctly seen in the earlier competency chart. The Dickinson curriculum, taking direction from the competency chart, also articulates a set of learning goals to be achieved specifically by Dickinson students. Below are the competencies and learning goals restated with complex-specific additions:

1. Understand how your social identities affect how you view others.
   A. Each student will understand the social identities which are salient in his/her day-to-day life.
   B. Each student will be able to express an understanding of how their social identities influence their views of others.

2. Understand how differences in equity impact our society.
   A. Each student will recognize his/her personal tendencies towards ego-centrism
   B. Each student will learn the benefits of moving beyond an ego-centric mind set.
   C. Each student will learn about the forms of oppression that are linked with social identity groups.

3. Understand your congruence with citizenship values: Human suffering matters.
   A. Each student will recognize that human suffering exists at a local and national level
   B. Each student will understand the history of human suffering within the United States for individuals and families of various socio-economic statuses.
   C. Each student will understand that human suffering impacts all members of the society, including his/herself.

4. Understand how others influence you.
   A. Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
   B. Each student will be able to distinguish between internal and external sources of influences.

5. Understand the impact of your decisions.
  A. Each student will explore why they make specific decisions.
  B. Each student will reflect upon the consequences of decisions for themselves and the community.
  C. Each student will evaluate his/her decision-making process through the lens of sustainability.

6. Understand the power of an individual in a community.
  A. Each student will know how to critically examine their individual contributions to groups to which they claim membership.
  B. Each student will learn how to contribute to the creation and actualization of community expectations.
  C. Each student will recognize that an individual can change the community's perspective on societal issues.

7. Understand the knowledge necessary for the development of a sustainable society.
  A. Each student will be able to define sustainability
  B. Each student will understand that a connection exists between sustainable decision making and active citizenship
  C. Each student will recognize the impact of their conservation efforts

The primary objective is for students to achieve these learning outcomes by the end of their first year. These learning outcomes serve as the building blocks for learning beyond the first year, as students continue to live in the residence halls.

Sequence of Learning

The learning outcomes and goals are designed to work together to achieve the competencies for first year students. This is accomplished through the sequence of delivery strategies. In order to facilitate true learning there needs to be an integration of content knowledge and reflection that leads to action steps. Dickinson Complex staff members will employ a number of different strategies throughout the year. Staff members will use these strategies as opportunities to prompt reflection among the student population and help them connect their experiences within the framework of sustainability. The narrative that follows is a description of those strategies that are intended to reach "each student."

  ➢ The students will begin the learning process on opening day in August with strong messages about the definitions of sustainability and the curricular focus through floor and building visuals, building meeting and community meetings. During these meetings students will be made aware of expectations of them as members of the community of learners focused on the development of a sustainable society. There will be a strong emphasis on establishing appropriate community standards and an introduction to the plan for the year. Students will also get an introduction to the diversity awareness priority of the University of Delaware, through the Whole New World exercises during Opening Weekend.

➢ One on one meetings between the RA and each of their residents will kick off the year. During these meetings, the RA will facilitate a conversation between each roommate or pair of roommates about their upbringing and past experiences with living with another person. These meetings will serve as the basis of the roommate agreements that each student must complete. In exploring their social identities and how they make decisions, students will be able to craft a more meaningful roommate agreement that takes into account their true characteristics. These meetings will serve as the spring board for the first community meeting which is scheduled to occur at the completion of the first one on one meetings.

➢ The first community meeting of the semester, conducted during the last week in September, will introduce students to the concept of social identities. The RA will lead the floor community in a peer to peer conversation about the real definition of social identities and how those differ from personal identities. This will help students gain an understanding of how their social identities influence how they are perceived in the society.

➢ The second community meeting will be held prior to the 2nd week of October. In that floor meeting students will engage in a conversation about the community agreement through a Problem-Based Learning exercise. RA staff members will ask students to go beyond a simple restating of University of Delaware and residence hall policies, but to practice incorporating elements of sustainable society into their community.

➢ The third community meeting will be facilitated by the building Hall Director (HD) to each of the floor communities. During that meeting, the HD would lead the students in a discussion about how one's salient social identities impact their day to day lives and how oppression plays a role in our society. This meeting provides a unique opportunity for students to interact with their Hall Director in a different context than a discipline conference. This meeting also provides an opportunity for the Hall Director to role model for their staff members the effective delivery of an educational strategy. These meetings will take place in the period from October 15 and November 15th.

➢ During the time period from October 15th to December 1st, RAs will conduct another round of one on one meetings with each of their residents. This one on one meeting will focus on helping students explore who they are in the world by evaluating the sources of influences and their decision making process. Students will continue to explore how their social identities, particularly their socio-economic status influence these elements.

➢ The final community meeting of the semester will begin the conversation on purchasing power. This is an opportunity to discuss with students how the market forces of supply and demand impact what retailers sell. Additionally, the holiday season serves as an appropriate backdrop to discuss issues of consumerism and

gain a better understanding on influences, decision making processes and the impact of purchases on a local, national, and global community.

➢ The spring semester is less fully planned but will begin with a community meeting on exploring stereotypes, paying particular attention on how stereotypes associated with different socio-economic statuses. This provides an opportunity for students to continue evaluating how their social identities impact how they view the world and the oppression that exists in our society.

➢ The semester will also start with a one on one meeting in which each student will be asked to measure their ecological footprint and discuss strategies to reduce it. Each student would be asked to make a commitment to reduce their footprint by at least 20% before the next one on one meeting.

➢ During the months of March & April the Hall Director will once again visit each of their floor communities to engage the students in a discussion around concepts of environmental oppression in the local area. This community meeting will help students understand how differences in equity impact our society and provide them with strategies to be empowered in their community as individuals and a collective unit.

➢ During the months of March, April and May RAs will check in periodically with their residents in a mini-one on one to track their progress in reducing their ecological footprint and check in on other issues that may exist with community members.

➢ The month of April will end with a community meeting in which students will be asked to critically examine the privilege that they have based on their social identities. During the same meeting students will have a discussion about what they intend to take action in light of the high level of benefits they have at their disposal based on all they have learned throughout the year.

➢ In May each floor will be asked to take part in a project that has impact on the Wilmington/Newark community.

Sequence of Delivery Strategies

The Dickinson curriculum is complex learning plan that is designed to be layered in terms of strategy type, time of delivery, and content. As indicated previously there is a great deal of opportunity to impact the social and dynamic culture of Dickinson Complex based on how we demonstrate our priorities and the messages we put forward. As such a number of different types of strategies will be utilized. There are those strategies that are intended to reach "each student" and those that serve to emphasize our priorities and set the "tone." Those strategies that are intended to be "each student" are listed first, followed by descriptions of the supporting strategies.

The charts on the following pages are organized by strategy type and chronological sequence within each chart. Therefore, a variety of topics will present

themselves within any one chart. Included in every box is a description of the learning outcomes, learning goal connections, description, lesson timing and assessment. The "learning outcomes" are those competencies that are meant to be achieved while employing that specific strategy. The "learning goal connections" are those learning goals (falling under the purview of the stated learning outcomes) that are meant to be focused on while employing that specific strategy. The "description" highlights a very brief description of the activity or intention behind the strategy. Finally, the "assessment" refers to the assessment that will occur to evaluate that strategy's effectiveness. These strategies will be further articulated through a series of lesson plans that are designed with the specific objectives in mind. Lesson plans will be written for each delivery strategy that contributes to the accomplishment of learning goals. This in turn, contributes to the accomplishment of one of the seven learning outcomes.

Delivery Strategies include the following:
- Community Meetings
- One on One Meetings
- Visual Representations
- Check-In & Check-Out
- Staff Programming
- Responding to Community Standards Violations
- Student Leadership (Dickinson Community Council)

Delivery Strategy: Community Meetings
Community meetings provide an opportunity for lesson plans to be facilitated with a smaller segment of the residence hall community. The connection, sense of pride, ownership and comfort that floor communities provide to each student are an advantage when facilitating mid-risk and high-risk activities. Student's strongest community (which for many freshmen is their floor community) often serves as a mirror to each student from which they observe themselves and others and through that process learn and change. All students are expected to be at community meetings. This ensures that lesson plans are delivered to each and every student. As this is the primary educational delivery strategy, follow up will be expected by the RA/HD for those residents who do not attend a community meeting.

There are two community meeting tracks that complement and work in tandem to one another. The first track focuses primarily on the learning outcomes with a social justice perspective. The second track focuses on those learning outcomes that relate to personal decision making and community responsibility. The learning outcomes and goals are grouped in the section below. Learning Outcome # 7: *Understand the knowledge necessary for the development of a sustainable society* serves as the lens we utilize to explore all of the outcomes above so it does not fall into either of the tracks and is explored in all of the delivery strategies. The learning outcomes and goals are grouped as follows:

Social Justice
1. Understand how your social identities affect how you view others.

A. Each student will understand the social identities which are salient in his/her day-to-day life.

B. Each student will be able to express an understanding of how their social identities influence their views of others.

2. Understand how differences in equity impact our society.

    A. Each student will recognize his/her personal tendencies towards ego-centrism

    B. Each student will learn the benefits of moving beyond an ego-centric mind set.

    C. Each student will learn about the forms of oppression that are linked with social identity groups.

3. Understand your congruence with citizenship values: Human suffering matters.

    D. Each student will recognize that human suffering exists at a local and national level

    E. Each student will understand the history of human suffering within the United States for individuals and families of various socio-economic statuses.

    F. Each student will understand that human suffering impacts all members of the society, including his/herself.

Personal Decision Making & Community Responsibility

4. Understand how others influence you.

    C. Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.

    D. Each student will be able to distinguish between internal and external sources of influences.

5. Understand the impact of your decisions.

    D. Each student will explore why they make specific decisions.

    E. Each student will reflect upon the consequences of decisions for themselves and the community.

    F. Each student will evaluate his/her decision-making process through the lens of sustainability.

6. Understand the power of an individual in a community.

    D. Each student will know how to critically examine their individual contributions to groups to which they claim membership.

    E. Each student will learn how to contribute to the creation and actualization of community expectations.

    F. Each student will recognize that an individual can change the community's perspective on societal issues.

The table that follows provides information about the learning outcomes, learning goal connections, lesson timing, facilitator, description, and assessment for the Fall semester.

	SOCIAL JUSTICE TRACK	PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY TRACK
Phase One Community Meeting	**Title: Social vs. Personal Identities** **Learning Outcomes:** • Understand how your social identities affect how you view others. • Understand how differences in equity impact our society. **Learning Goal Connection:** • Each student will understand their social identities which are salient in their day-to-day life. • Each student will learn about the forms of oppression that are linked with social identity groups. **Lesson Timing:** After Roommate Agreements, completed by October 1st **Facilitator:** Individual Floor RA to floor community **Description:** Intended to introduce students to the concept of social identities. Many students are not aware of this concept. There is often confusion between personal characteristics and social identities. This activity will be assessed from a social economic status lens. **Assessment:** Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.	**Title:** Community Agreement PBL **Learning Outcomes:** • Understand how others influence you. • Understand the impact of your decisions. • Understand the power of an individual in a community. **Learning Goal Connection:** • Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact the • Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others. • Each student will know how to critically examine their individual contributions to groups to which they claim membership. • Each student will learn how to contribute to the creation and actualization of community expectations. **Lesson Timing:** completed by 2nd week of October (Oct. 12, 2007) **Facilitator:** Individual Floor RA to floor community **Description:** The community agreement meeting is a gathering of the floor community in order to establish group living parameters and expectations. This meeting will establish the floor community as a microcosm of a community working towards sustainable development **Assessment:** Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

<table>
<tr>
<td rowspan="2">Phase Two Community Meetings</td>
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Title: Hula Hoop Saliency Lens

Learning Outcomes:
- Understand how your social identities affect how you view others.
- Understand how differences in equity impact our society.

Learning Goal Connection:
- Each student will understand their social identities which are salient in their day-to-day life.
- Each student will recognize his/her personal tendencies towards ego-centrism
- Each student will learn the benefits of moving beyond an ego-centric mind set.
- Each student will learn about the forms of oppression that are linked with social identity groups.

Lesson Timing: October 15- November 15

Facilitator: Hall Director will facilitate to each of the 7 floor communities in their buildings

Description: Students will gain an understanding of how social identities impact how they view the world and concurrently impact how the world views them. The Hall Directors will also advertise and talk about the Multicultural Leadership Retreat.

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

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Title: Money, Money, Money

Learning Outcomes:
- Understand how others influence you.
- Understand the impact of your decisions.
- Understand the power of an individual in a community.

Learning Goal Connection:
- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will know how to critically examine their individual contributions to groups to which they claim membership.

Lesson Timing: November 15- December 5th

Facilitator: RA to individual floor communities

Description: Students will get an introduction to the concept of purchasing power and how what they choose to buy impact their local and national community

Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

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The Tentative Sequence for the Spring Semester will be as follows:

<table>
<tr>
<td rowspan="2">Spring Semester Sequence</td>
<td>SOCIAL JUSTICE TRACK</td>
<td>PERSONAL DECISION MAKING & COMMUNITY RESPONSIBILITY TRACK</td>
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January/February: What is My Stereotype?
SES 101
April/May: Privilege Walk

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March/April: Environmental Oppression, HD to floor communities
May: Dickinson Community Impact

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Delivery Strategy: One on One Student Meetings

Title: One on One #1: RoomMate Agreement

Learning Outcomes:
- Understand how your social identities affect how you view others.
- Understand how others influence you.
- Understand the impact of your decisions.
- Understand the power of an individual in a community.

Learning Goal Connection:
- Each student will understand their social identities which are salient in their day-to-day life.
- Each student will be able to express an understanding of how their social identities influence their views of others.
- Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
- Each student will be able to distinguish between internal and external sources of influences.
- Each Students will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will know how to critically examine their individual contributions to groups to which they claim membership.
- Each student will learn how to contribute to the creation and actualization of community expectations

Lesson Timing: must be completed by September 30th, before 1st community meeting

Description: Each student will explore how their family background and personal experience impact their needs as a roommate. Students will meet with their RAs individually and or in pairs depending on the roommate dynamic. This will provide an opportunity for students to explore their role in the microcosm of the community in their room.

Facilitator: Each floor RA with each of their residents.

Assessment: Measurement of this specific strategy's effectiveness will be assessed based on a rubric designed to assess the quality of the forms that each roommate pairing turns into their RA.

Title: One on One #2: Who Am I in the World?

Learning Outcomes:
- Understand how your social identities affect how you view others.
- Understand how others influence you.
- Understand the impact of your decisions.
- Understand the power of an individual in a community.

Learning Goal Connection:
- Each student will understand their social identities which are salient in their day-to-day life.
- Each student will be able to express an understanding of how their social identities influence their views of others.
- Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
- Each student will be able to distinguish between internal and external sources of influences.
- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will know how to critically examine their individual contributions to groups to which they claim membership.
- Each student will learn how to contribute to the creation and actualization of community expectations

Lesson Timing: completed in the period between October 15th- November 15

Description: Each student will explore their self concept and what is important to them. Students will confront questions such as, "what are my priorities?, how/what influences me?" the intention is to help students start to grapple with the concept of the kind of citizen they wish to be while considering sources of influence.

Facilitator: Each floor RA with each of their residents.

Assessment: Measurement of this specific strategy's effectiveness will be assessed based on the quality of the reflection notes that each RA will submit. Additionally, the knowledge, skills, and

behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Spring semester One on One topics are less fully defined and will rely more heavily on a student tasking strategy that inventories students' consumption and conservation patterns and tracks improvements. There is an additional One on One meetings in the beginning of the spring semester for student's whose fall semester GPA are below a 2.0

Title: Academic Connection Meeting (for students whose fall GPAs were below 2.0)
Learning Outcomes:
- Understand how others influence you.
- Understand the impact of your decisions.
- Understand the power of an individual in a community.

Learning Goal Connection:
- Each student will be able to identify 3 sources of influences (family, peer group, social norms, professors, mentors, media, etc.) that impact them.
- Each student will be able to distinguish between internal and external sources of influences.
- Each student will explore why they make specific decisions, understand their decision-making processes, and reflect upon the consequences of decisions for themselves and others.
- Each student will know how to critically examine their individual contributions to groups to which they claim membership.

Lesson Timing: completed before March 1st
Purpose: Each student who falls into this category will have a meeting with his/her RA to evaluate decision making process or influences in the fall that contributed to their poor academic performance. The RA will also provide an extensive list of campus resources available to the student.
Assessment: There is no formal assessment planned for the Academic Connection Meeting

Title: One on One #3: Ecological Footprint
Lesson Timing: January/February

Title: One on One #4: Action Update
Lesson Timing: March/April

Delivery Strategy: Visual Representations

Visual representations are valuable deliver strategies that serve to reinforce curricular priorities. The aim is to have students continually consider new information and evaluate their stance on it. There are a number of different types and purpose for visuals. There are two types of visuals- complex-wide & floor specific. Visuals will be sequenced in the following way:

Complex-Wide Visuals:

Title: Reflective Interludes
Learning Outcomes: All – in a general sense
Learning Goal Connection: All – in a general sense
Lesson Timing: August & February
Description: This will be a series of small quotes and messages that will be placed all over the complex that deal directly with the freshman learning outcomes. Examples include sayings like, "If you think the world is only about you, You are in the Wrong Place," "Have you considered your daily impact?", etc. The small sayings will send a message about the values and expectations of individual living within the complex. The Complex Coordinator will provide to staff members.
Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Sustainability Door Decs
Learning Outcomes: Understand the knowledge necessary for the development of a sustainable society.
Learning Goal Connection: Each student will be able to define sustainability.
Lesson Timing: August
Description: Each room door in the complex will have a door decoration that has a representation of the interlocking circles of the triple bottom line. These door decs will be distributed by the complex coordinator at the beginning of the year. To minimize waste, these door decs will be designed in such a way that they can serve as book marks for students.
Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: DK Syllabus
Learning Outcomes: All – in a general sense
Learning Goal Connection: All – in a general sense
Lesson Timing: August
Description: The learning outcome and goals, in a shortened and bulleted format will be posted on every floor for students to explore. The Complex Coordinator will distribute to staff members.
Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Complex Initiatives Showcases
Learning Outcome: All – in a general sense
Learning Goal Connection: All – in a general sense
Description: Each Each RA for Complex Initiatives will develop a display case bulletin board series focused on their area of expertise. This will be presented in each building. It will be changed once a month.
Lesson Timing: Every Month, changed by the 5th day of every month
Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Floor Specific Visuals:

Title: gReAt Expectations
Learning Outcome: All – in a general sense
Learning Goal Connection: All – in a general sense
Lesson Timing: August, with possible revisions in February
Description: Each RA will post his/her educational expectations for the floor. This should include both the individual RA's personal goals for the floor community and its connection to the freshman year competencies.
Assessment: Measurement of this specific strategy's effectiveness will not be assessed. The supposed knowledge, skills, and behavior resulting from this strategy will be assessed through surveys, focus groups, and student interviews.

Title: Floor Decorations
Learning Outcome: Any
Learning Goal Connection: Any
Lesson Timing: August and February
Description: This strategy allows the RA freedom in creation. He/she should use one of the competencies, learning goals, or Dickinson theme to design floor decorations (lounge & door decorations) for floor community.
Assessment: Measurement of this specific strategy's effectiveness will not be assessed.

Title: Floor Bulletin Boards
Learning Objectives: all- in a general sense
Learning Goal Connection: all- in a general sense
Lesson Timing: Every Month, changed by the 1st Monday of every month
Description: This strategy allows the RA freedom in creation as they can interpret these bulletin board topics in the manner that best represents their talents and creativity. Each bulletin board **must** include two components- 1) the current state of affairs and 2) what students can do to impact change in this area. Each hall staff is expected to evenly distribute these topic areas among the members of the staff. All bulletin boards within a building must be designed using these specified topics, unless prior permission is granted. Bulletin board topics will be sequenced in the following way:

August/September:
Introduction of the tenets of Sustainability
Introduction of concepts of oppression & privilege

Hispanic Heritage Month & Language
Introduction to Climate Change

October:
Native American Heritage Month
The Truth about Classism
LGBT Awareness & Heterosexism
National Coming Out Day
National Collegiate Alcohol Awareness Week

November/December:
True History of Thanksgiving
AIDS Awareness & Education- on local and/or national level
Alternative Spring Break
Consumerism & Winter Holidays

January/February
Black History Month & Racism
Sweatshops
Inequitable Business Practices
Debt Management

March
Media Influences
Women's History Month & Sexism
Introduction to Conservation

April
World Earth Day
Sexual Assault Awareness Month
National Youth Service Day
Holocaust Awareness Week & religious oppression

May
Asian & Pacific Islander Heritage Month & Racism
Working for Sustainability- tips for summer jobs
Disability Awareness Week
Introduction to Presidential Nomination System & Electoral Process

		Delivery Strategy: Check-In & Check-Out
		The Check-In & Check-out periods are traditional residence hall occurrences. The strategies that are outlined below are intended to capitalize on those moments and emphasize certain messages to students.
Fall Opening- August		• Building Meeting- facilitated by Hall Director on Opening Day • 1st Community Meeting- facilitated by floor RA • Baseline Study • Opening Visuals
Winter Break Closing- December		• Things to think about Over Break Series- display at each check out location with sustainability related content that we wish students and parents to take note of as they leave for break.
Spring Opening: February		• Opening Visuals • Spring Semester Goals & Expectations: display at each check out location where the residence hall staff lays out goals and expectations for the semester. • Resident Assistant Recruitment
Academic Year Closing- May		• Closing Quiz- End of Year Assessment • Things to think about Over Break Series: display at each check out location with sustainability related content that we wish students and parents to take note of as they leave for break.

Delivery Strategy: Staff Programming

The Dickinson Complex has 25 student staff members with various talents and passions. Staff programming provides opportunities for staff members to utilize their individual passions, strengths, and abilities to educate students around particular issues connected to the complex learning outcomes and goals. Staff programs are intended to reinforce complex objectives and provide additional opportunities for students to explore these issues. Staff programs are broken into 5 different categories, based on the individual(s) who will be responsible for organizing and facilitating. The categories of staff programs are:

- Individual Staff Member Responsibility: all RAs, except CIs, are responsible for facilitating building level programming
- Hall Staff Responsibility: each of the three Dickinson staffs will work as a team to implement and facilitate complex level programming.
- RA for Complex Initiatives (CI) Responsibility: There are 3 CI positions that will serve to reinforce the educational priorities of the complex. Each building will have one veteran RA responsible for complex wide initiatives that are relevant to the first year population. The CI position is intended to provide additional

leadership opportunities to returning staff members who wish to focus on a particular area of the curriculum. The three positions are as follows:
- o CI for Personal Decision Making & Community Responsibility
- o CI for Social Justice
- o CI for Student Leadership & Transitions

The following chart outlines the responsibilities of these respective entities

	Delivery Strategy: Staff Programming		
Individual RA Responsibilities	One community development with a Purpose- focused around a current event issue during the semester. Each Hall Director will be responsible for designating the sequence and intervals at which point these community development activities will be completed in their building. These activities are to also serve as alternative programming strategy to provide late- night and weekend events.		
Hall Staff Responsibilities	Each staff team, led by their Hall Director, will be responsible for TWO initiatives around their specified tenet during each semester. One of the two will be their Unity Project Initiative.		
	• World AIDS Week - Fall • Around the World- Spring	• World AIDS Week - Fall • Around the World- Spring • Energy consumption campaign • Water Consumption Campaign	• World AIDS Week - Fall • Around the World- Spring

CI for Personal Decision Making & Community Responsibility	This position will be responsible for:
	• Develop monthly display showcase series to be presented in each building.
	• DraginWatch
	• Alcohol Education
	• Sexual Assault Awareness (Red Zone & April)
	• World AIDS Week Coordinator
	• Think Before You Act Series:
	   o Responsible Computing
	   o Financial Management
	   o Sexual Health Education		

CI for Social Equity	This position will be responsible for: • Develop monthly display showcase series to be presented in each building. • Stall Stories • Prepare resources for staffs for community meetings and bulletin boards • Phraseology • Consider Your Daily Impact Series • Around the World Coordinator		
CI for Student Leadership & Transitions	This position will be responsible for: • Develop monthly display showcase series to be presented in each building. • Spirit Week • DCC Advisor • Auctions • Home Away from Home Newsletter • Maintenance of Website		

Delivery Strategy: Responding to Violations of Community Standards

From time to time there will be language, behaviors and acts that will occur within the complex that will violate the Dickinson community standards. When such instances occur it is expected that the following considerations be kept in mind:

- Staff members will respond promptly and effectively to address the concern to the community or the individuals involved.
- When addressing violations that occur in the community staff members are expected to ask community members why they did not do anything to stop the violation from occurring and stress to them the importance of holding their peers accountable.
- When students have a violation or charge that results in a monetary expense—staff members will let them know of some other ways that money could be spent. For instance, $100 for a alcohol violation could go to buying half a cow to send to a developing country or be donated to assist in local flood disaster relief
- Staff members will stress to students the interconnectedness of their actions on the community members
- Staff members will ask students to consider alternate scenarios (what happens if they did NOT engage in a particular behavior) and evaluate the decision making process

Delivery Strategy: Student Leadership
Dickinson Community Council

The Dickinson Complex Community Council (DCC) provides a very important avenue with which to deliver our learning goals, specifically the personal decision-making and community responsibility learning outcome and goals, to students. It also provides opportunities for student leaders to explore team dynamics and project development. Participants of DCC will learn the following skills:

- Project management skills
- Collaboration skills
- Critical thinking skills
- Responsible fiscal management skills
- Elements of community development
- Effective team-orientation skills
- Time management,
- Organization
- Marketing/publicity.

DCC will be responsible for the traditional, social activities that occur in Dickinson. Their primary objectives are to build a sense of interconnection between the residents of Dickinson, the University of Delaware community, and the City of Newark. DCC should help in developing a Dickinson "family" oriented community. Members of DCC, will from time to time be asked to assist the residence life staff in "test running" delivery strategies or provide direct feedback about how certain strategies are being implemented on the floor level.

All residents living in the Dickinson Complex are members of the DCC. The residents who attend DCC meetings are considered the voice of Dickinson Complex and have voting privileges. These voting privileges include making decisions about activities, allocations of funds, and community issues. In light of the complex focus and priorities, it is important that there is an exploration of how funds are allocated and money spent. It is top priority that this group follows sustainable practices in all of its functions.

Elections for positions occur during the first three weeks of the fall semester. Through weekly advising meetings and facilitation of DCC meetings, Dickinson residents actively engage by contributing, exchanging, and creating ideas that benefit the community. At the beginning of each year DCC members are asked to revise and re-ratify the constitution.

There are several leadership opportunities for residents to get involved. These are: President, Treasurer, Secretary, Public Relations Coordinator, RSA Executive Officer, one Vice president from each Dickinson residence hall (A/B, C/D, and E/F), one floor Representative from each floor, and 10 RSA Representatives.

The executive board will meet each week to discuss ideas and plans for Dickinson. The advisors will provide activities that will explore the concept of leadership based on the book, The Leadership Challenge: Five Practices of Exemplary Leadership written by Kouzes & Posner (2003) and will concentrate on the following aspects:
1. Demonstrate passion/enthusiasm for role/position
2. Develop dependability and follow-through responsibilities
3. Facilitate and lead discussions (sense of presence, making decisions, initiate discussions)

The leadership development outline is as follows:
> September: Leadership Retreat
> October: Who are you as a leader – the Color of Leadership
> November/December: Assertiveness and communication
> February: Team Dynamics – what makes or breaks a group
> March: Being a consistent leader
> April/May: Giving others the reins – transforming power as leaders

The success of this student group reflects the success of the entire staff, not just the Advisors (HD Collateral Assignment & CI- Student Leadership & Transitions). To help ensure the success of this group, the following guidelines will be adhered to:
- o The Hall Director with the collateral assignment of DCC Advisor will conduct monthly meetings with the President of DCC, to help develop strategies and brainstorm ideas and solutions and foster that individual's professional development.
- o CI for Student Leadership & Transitions will focus primarily on this group. This position will meet bi-weekly with the members of the executive board as a group and individually.
- o Each HD will meet with their building VP once a semester and maintain regular contact with them.
- o Each building is required to co-sponsor at least one program with DCC during the semester. This is a financial and work co-sponsorship.
- o Each staff will be required to have a staff representative at DCC at each DCC

meeting.
- o Each RA will work with their floor senator to mentor them and provide opportunities to take leadership on the floor level.

Even though we have a new student population in Dickinson every year, there are established traditions for our DCC. Every year there are some traditional events to plan and organize. Some examples of these events are demonstrated in the following table.

Planned by:	Sept. 15- Oct. 15	Oct. 15-Nov. 15	Nov. 15- Dec. 15
The Dickinson Community Council	-DCC Recruitment, Campaigning, Elections, and Training	-Halloween Community Spooktacular	-Toys for Tots "Penny Wars"
Planned by:	Feb. 15-March 15	March 15- April 15	April 15- May 15
The Dickinson Community Council	- Dodgeball -Recylemania	-West Side Social -Earth Day	-Dickinson Luau

Staff Training and Development

RA Training

A majority of the educational experiences being facilitated by staff members will be new and thus never experienced by the RAs. A major focus of Fall and on-going training will be providing staff members with the educational experience that we want them to engage in with their residents. Training and supervision efforts will emphasis providing these experiential learning opportunities one month prior to the residential initiatives. Special attention will be placed on conducting individual student meetings; facilitating problem based learning (PBL) community agreements, and the community meeting sequence. Pre-opening training, weekly staff meetings, monthly complex meetings, staff retreats, and HD/RA one-on-ones will be pre-planned in order to both examine current efforts and to prepare for each upcoming month. The seven freshman learning outcomes and attached goals will be used as the main topic of discussion and staff development activities during complex meeting, weekly staff meetings and one on ones. As a supervision tool staff meeting agendas topics will be an intentionally sequenced for the HD/CC staff and for the Hall Directors to utilize with their staffs. A basic sketch of training follows:

May	- The New Complex meeting: Introduce new staff to the Dickinson Curriculum & Sustainability - CI training and development of lesson plans
August	- General department topics and building administration - Group facilitation and presentation skills - Develop reflective questioning techniques - Training on setting the tone - Emphasis on body language and listening skills, goal setting strategies - Simulation of first community meeting - Simulation of community agreement - Simulation of roommate agreement - Simulation of the first individual student meeting - Examination of personal privilege & sustainable practices
September	**Building Staff Meeting Focus:** one on one progress, reflective questioning techniques, and establishing community standards, DCC recruitment **CC/HD/RA Supervision Meeting Focus:** Assess each RA/resident individual progress on 1st individual meeting - Begin 1st series of reflective reports, Individual RA/HD Goal Setting **Complex Meeting:** final training on 1st Community Meeting (Personal vs. Social Identities) and PBL Approach
October	**Building Staff Meeting Focus:** DCC Involvement, self awareness exploration of personal influences, individual responsibility **CC/HD/RA Supervision Meeting Focus:** Final results gathered from RA/resident one-on-ones with trend analysis - Personal influences **Complex Meeting:** HD (Saliency Lens Community Meeting), RA self awareness, and reflection

November	• **Building Staff Meeting Focus:** introduction of concepts of purchasing power, evaluating personal consumption and conservations patterns,
	• **CC/HD/RA Supervision Meeting Focus:**
	    • Assess each RA/resident individual progress on 2nd individual meeting
	    • Fall Progress Reports and reflection on individual growth in position
	    • EBI Survey Examination
	• **Complex Meeting:** Celebration of Staff Successes

January	• **HD Senior Staff Retreat—**Beach House Get Away: Reflection of Fall Semester/Preview of Spring Semester. Finalizing fall progress report, prepare for spring semester • **Building Staff Meeting Focus:** Prepare for 3rd RA/resident one-to-one, personal consumption inventories training • **Complex Meeting/Staff Retreat—** Social Equity and Personal Civic Responsibility • **CC/HD/RA Supervision Meeting Focus:** RA/HD Goal setting, evaluation meetings, socio-gram exercises
February	• **Building Staff Meeting Focus:** self awareness and reflection, RA recruitment & selection • **CC/HD/RA Supervision Meeting Focus:** examine each RA/resident one-on-one results and reflect on student tasking opportunities • Begin 4th series of reflective reports • **Complex Meeting:** reflection on fall floor feedback survey result. Community meeting training
March	• **Building Staff Meeting Focus:** individual student contributions, introduction of environmental oppression concepts- case study examination • **CC/HD/RA Supervision Meeting Focus:** Individual goal setting for each returning RAs/HD Promotions/returning HDs and status reports on student tasking-1 on 1 Examination/Reflection • **Complex Meeting:** share EBI result and analyses, prepare for community meeting

April	**Building Staff Meeting Focus:** Reflection activity focused on learning experiences stemming from curriculum learning outcomes, **CC/HD/RA Supervision Meeting Focus:** Appraisals; gather information from final RA/resident one-on-ones and complete trend analysis - Begin final series of reflective reports **Complex Meeting:** Emotional closure and assisting freshmen to take action in the community, community meeting simulation
May	**Building Staff Meeting Focus:** Celebration and Reflection- **CC/HD/RA Supervision Meeting Focus:** Reflection **Complex Meeting:** Celebration and Reflection

Hall Director Training

Dickinson Hall Directors are an important part of the plan. They have oversight of implementation of this very ambitious curriculum. During Hall Director Training, we will go through the curriculum implementation process in detail and discuss areas that need more training and development before our students arrive.

Each Hall Director will be given one of the following collateral assignments:

DCC Advisor

- Share advising responsibilities with the CI-Student Leadership & Transitions
- Coordinate DCC election
- Regular attendance at weekly executive board meetings
- Attend bi-monthly general assembly meetings
- Work with DCC leadership in the planning and implementation of DCC events.
- Serve as a signature line on C3 budget and checks
- Stay updated on RSA happenings and events
- Conduct regular one on one meetings with DCC President
- Conduct weekly meetings with treasurer to take care of financial responsibilities
- Attend monthly departmental Advisor Meetings
- Other duties as assigned

Staff Development & Recognition Coordinator

- Work with CIs to plan RA retreat.
- Provide staff development opportunities and activities to the RA staff during complex meetings
- Coordinate the weekly, monthly and yearly recognition of the RA staff and students
- Coordinate Dickinson RA Selection Bid Process
- Coordinate technology related components of Dickinson operations and administration.

- Other duties as assigned

Assessment Coordinator
- Assist in the administration of the elements of Dickinson assessment plan
- Responsible for coordinating the tabulation and developing recommendations based on research findings
- Design or revise, as necessary, assessment tools utilized by staff
- Serve on Residence Life Assessment Committee
- Other duties as assigned

Assessment Plan

The Office of Residence Life, as part of the educational enterprise within the University of Delaware, is committed to assessing its' initiatives at all levels. The assessment philosophy of the Office of Residence Life is composed of two categories of assessment techniques. The first category of techniques are described as "action research." They are intended to inform front line strategies. This type of assessment is implemented on an ongoing basis and provides data about the effectiveness of specific delivery strategies within the complex. It is improvement-oriented and plays a pivotal role in adjusting front line strategies within a very short time frame- often *as* a particular strategy is being implemented. Research questions for this type of assessment will be designed for specific strategies during later stages of curriculum design and implementation.

The second category of assessment techniques are focused on measuring student learning. As discussed earlier the bench marks for student learning are expressed through the achievement of the assigned competencies leading to the educational priority of citizenship. This type of assessment is intended to provide the ability to make conclusive assertions about whether we accomplished what we set out to with a student population within a specific academic year. Assessment of student learning within the Dickinson complex will be guided by the following questions:

1. Do students hold a sustainable perspective as a result of going through the Dickinson curriculum?
2. Do students experience a shift towards increased community responsibility?

These questions serve as an overarching measure of the accomplishment of the departmental and Dickinson-specific learning goals. Additionally, the data that can be gleaned from these questions will provide valuable information to the upper-division areas about competencies achieved by students during their freshman year. We will seek to measure learning that occur as a result of strategies employed by the Dickinson complex as students experience them.

Various tools will be utilized to assess the success of the Dickinson curriculum. A combination of qualitative and quantitative assessment tools will be utilized. The Complex Coordinator will be responsible for the overall coordination of the complex assessment effort. The RAs will collect information at the floor level through floor

meetings and one on one interactions. Hall Directors will collect the individual floor information and provide compiled building results

Sample assessment tools include the following:

1. **One on One Meetings**
   Subjects: All Dickinson students
   Frequency: four times during the year
   Collection Method: Individual Meeting
   Purpose: Each RA will meet with each student on their floor and include questions related to the learning outcomes.

2. **HD/CC Individual Interviews**
   Subjects: selected students
   Frequency: once a month
   Collection Method: Individual Meeting
   Purpose: Each HD/CC will meet with two students a month to gather information about the effectiveness of strategies on the floor level and progress on the achievement of learning outcomes and goals

3. **Focus groups**
   Subjects: Randomly selected students from various floors
   Frequency: a minimum of three times during the year
   Collection Method: Group Interview
   Purpose: Facilitated by HD/CC/CI- Assess whether a specific strategy leads to a specific learning goal, a specific learning goal leads to a specific learning outcome, and whether the learning outcome was achieved by the student.

4. **Lesson plan evaluation**
   Subjects: selected students
   Frequency: ongoing
   Collection Method: survey
   Purpose: Facilitated by the RA. Evaluate the success of specific delivery strategy in achieving the desired learning outcome and goals

5. **Floor feedback survey**
   Subjects: all Dickinson students
   Frequency: twice during the year (November & April)
   Collection Method: Interwrite RF PRS clicker survey
   Purpose: Facilitated by the Complex Coordinator on each floor. Evaluate the effectiveness of the RA in delivering learning strategies and measure achievement of specific learning outcomes.

6. **Student GPA Evaluation**
   Subjects: all students
   Frequency: twice during the year (December & June)
   Collection Method: Secondary Analysis

Purpose: Assess and evaluate general trends in student's academic performance and progress.

7. EBI Survey
Subjects: all UD resident students
Frequency: once during the year (November)
Collection Method: electronic survey
Purpose: Administered by the Office of Residence Life. The goal is to measure general satisfaction of the students.

8. DCC Leadership success survey questionnaire
Subjects: members of DCC
Frequency: once during the year (April)
Collection Method: survey
Purpose: Facilitated by the Complex Coordinator during a DCC meeting. Solicit information from DCC members about their leadership experience throughout the year as it relates to the learning outcomes.

9. DCC Leadership focus group
Subjects: members of DCC
Frequency: once during the year (May)
Collection Method: group interview
Purpose: Facilitated by the Complex Coordinator during a DCC meeting. Solicit feedback about the framework of DCC and ways to improve the leadership experience for our newcomers.

10. RA/HD Reflective Reports
Subjects: Dickinson staff members
Frequency: ongoing
Collection Method: written reports
Purpose: prompt reflection among staff members about effectiveness of delivery strategies. The goal is to collect qualitative data about the progression of the implementation of the curriculum and the student response to it. In order to identify progress in achieving our learning goals and correct deficiencies.

11. Closing Curriculum Quiz
Subjects: All Dickinson Students
Frequency: once (May)
Collection Method: Survey quiz during check-out processes
Purpose: The goal is to measure student progress in achieving the learning outcomes.

Dickinson Sequence of Assessment Strategies by Month:

August	- Training for staff on effective assessment practices, such as utilizing both quantitative and qualitative assessment methods to assess the effectiveness of our curriculum. - Baseline survey preparation. - Baseline assessment distributed and collected during first community meeting on opening day
September	- Baseline survey results analyzed and reported. - Focus group training for HDs. - First focus group will be conducted by HD's. Each HD will do a focus group starting in mid-September and continuing to early October. The focus group will focus on information from the baseline survey result. - RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director. **Reflective Report topic:** Community meeting sequence- ongoing assessment result reported and analyzed. This will be done starting in September and continue each month.
October	- Development of Mid year assessment Feedback tool. - First focus group results analyzed and reported. **Reflective Report topics:** Community meeting assessment result reported and analyzed. RA reflection on 1st one on one meeting. HD reflection on 1st one on one.
November	- Complex Coordinator will conduct fall floor feedback on each floor. **Reflective Report topics:** Community meeting assessment result reported and analyzed. RA reflection on 2nd one on one meetings. HD reflection on 2nd one on one meeting.
December	- Fall floor feedback survey results analyzed and reported. - Second focus group will be conducted by HDs. Two focus groups conducted in late November and early December. These focus groups will reflect on the fall semester community meeting tracks. - EBI distributed and strategies for increasing return rate.
January	- Community meeting sequence focus group assessment result reported and analyzed. - EBI results analyzed. - Curriculum Mid year Report completed and distributed. - Revision of strategies among the HDs/CC. - Preparation for Spring semester with course corrections in place.
February	- Review of strategies for spring semester with staff; what results are telling us. - RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director. **Reflective Report topics:** Community meeting assessment result reported and analyzed.
March	**Reflective Report topic:** Community meeting assessment result

	reported and analyzed. RA reflection on 3rd one on one meeting. HD reflection on 3rd one on one meeting. RAs report status of consumption inventories.
April	- Closing curriculum quiz designed. - Third focus group will be conducted by HDs. Two focus groups conducted through the end of April. These focus groups will reflect on the spring semester community meeting tracks RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director **Reflective Report topic:** Community meeting assessment result reported and analyzed. RAs submit final report on student consumption patterns
May	End of the year assessment result administer, analyzed and reported

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Dickinson Complex Curriculum Executive Summary
2007-2008
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Charles Anderson asserts in a essay that "the university should be neither a trade school nor a repository of tradition, but rather an institution with the responsibility for the preparation of citizens, the training of professionals, and the communication of a cultural inheritance" (1993, p. 2). The Office of Residence Life at the University of Delaware has embraced this sentiment by identifying as its educational priority, citizenship. To that end, Dickinson Complex staff members help students begin the journey towards becoming civically engaged and active community members. The 2007-2008 curriculum articulates the means to this end and is designed to challenge students' preconceived notions about the purpose of a college education and their freshman year experience.

Most students eagerly anticipate their college experience and we hope they make an attempt to maximize these experiences. However many students engage in college opportunities and experiences as if they were practice runs of their lives post-baccalaureate. There is a sense that their "real" lives will start once they have walked off the Harold "Tubby" Raymond field at the end of commencement. Students fail to recognize that all of their decisions, actions and behaviors do have tremendous impact in their immediate communities as well as the larger society. The Dickinson curriculum through an exploration of the tenets of sustainability will seek to help students reflect on these connections and begin to develop the skills necessary to be active citizens.

Students and staff members in the Dickinson complex will learn from one another by engaging and challenging one another in year-long conversations around issues of sustainability. The three elements of sustainability are rich in opportunities to mobilize students to act, move, and make a difference in the world around them. Sustainability involves the simultaneous pursuit of economic prosperity, environmental quality and social equity famously known as the *triple bottom line*. Sustainability is defined as achieving economic and social development in ways that do not exhaust a country's natural resources (U.S. Bureau of the Census webpage, 1996, p. D-4).. Second Nature, a network committed to promoting sustainability in higher education put forwards this vision of a sustainable future:

"If you were to imagine a sustainable society it would be such that all present and future generations of humans:
- are healthy and can meet their basic needs
- have fair and equitable access to the Earth's resources
- have a decent quality of life
- celebrate cultural diversity
- are realizing their highest aspirations
- and restore and preserve the biologically diverse ecosystems on which we all depend (Second Nature webpage, 2005, ¶ 1)."

There are a number of factors that may impede the achievement of a sustainable future. Most notable among them is the lack of knowledge that exists among the general population. The United States has approximately 5% of the world population but consumes 25% of the world resources. Much of the U.S. public doesn't know that we are

currently exceeding the carrying capacity of the planet. If the rest of the world adopts or continues in the same vein as US society, the future looks bleak for our planet. "If all 6 billion people were to share the world's resources equally, Americans would have to reduce consumption by 80% for each of us (Woodride, 2007, ¶ 14)." Sustainability provides a mechanism to take a comprehensive look at the interconnections that exist between ecological, economic and equity issues such as global warming, pollution, health and poverty and work towards lasting solutions (Edwards, 2005). While students will not be prepared to nor are they expected to tackle these complex topics during their freshman year, it is imperative that they begin to develop a values system that considers how their actions contribute to the further augmentation of these issues. As such sustainability provides a viable conduit for citizenship education and the development of a particular values system.

The final reason why an exploration of sustainability is beneficial to students and the larger society is due to a purely practical and pragmatic one that reflects the shift that is occurring in the business sector. Ninety percent of Fortune 500 CEOs agreed that "sustainable development is important to their company's future," however only 30 percent say they have the "skills, information, and personnel to meet the challenge" (Campaign for Environmental Literacy webpage, 2005, ¶ 3). As we prepare the professionals of tomorrow, we would be remiss if we did not prepare them with the skills that the market is demanding.

The Dickinson Complex curriculum is constructed to help students understand that everything that they do matters - it is all important. All actions and decisions have consequences, whether those consequences are intended or unintended, positive or negative does not mitigate their existence. It all has impact and contributes to the world being a better place or not being a better place. By the end of the year, each student will face at least once, the key question, "*how did my choices today help or harm the community?*" The staff members delivering the curriculum will spend significant amounts of time, energy and contact hours providing students with the skills, information and reflection opportunities they need to effectively answer this question.

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