

ROOMPACT WORKBOOK



Residential Curriculum &
Curricular Approaches

WHAT IS A —

Curricular Approach

OR A RESIDENTIAL CURRICULUM?

A "CURRICULAR APPROACH" IS USED TO DESCRIBE A SPECIFIC MODEL AND MINDSET THAT IS AN INTENTIONAL WAY OF PROMOTING LEARNING IN COLLEGE AND UNIVERSITY STUDENT AFFAIRS PROGRAMS

timeline

FIRST IMPLEMENTED IN THE EARLY 2000S,
AND DOCUMENTED IN *ABOUT CAMPUS* MAGAZINE.

"BEYOND SEAT
TIME AND STUDENT
SATISFACTION: A
CURRICULAR
APPROACH TO
RESIDENTIAL
EDUCATION,"

2006
KERR & TWEEDY

"SHIFTING TO
CURRICULAR
APPROACHES TO
LEARNING BEYOND
THE CLASSROOM"

2017
KERR, TWEEDY,
EDWARDS, &
KIMMEL

GAVE RISE TO ACPA'S INSTITUTE ON THE
CURRICULAR APPROACH STARTING IN 2007.

THE TEN ESSENTIAL ELEMENTS

① DIRECTLY CONNECTED TO THE INSTITUTIONAL MISSION

"LEARNING GOALS ARE TIED TO INSTITUTIONAL EDUCATIONAL PRIORITIES SUCH AS GENERAL EDUCATION, HISTORY, MISSION, AND CULTURE."

② LEARNING GOALS AND OUTCOMES DERIVED FROM A DEFINED EDUCATIONAL PRIORITY

"THE PRIMARY EDUCATIONAL AIMS OF A UNIT ARE FOCUSED, INTERCONNECTED, AND CLEARLY ARTICULATED."

③ BASED ON RESEARCH AND DEVELOPMENTAL THEORY

"EDUCATIONAL CONTENT AND STRATEGIES ARE GROUNDED IN STUDENT DEVELOPMENT THEORY AND LEARNING PEDAGOGY."

④ DEPARTMENTAL LEARNING OUTCOMES DRIVE DEVELOPMENT OF EDUCATIONAL STRATEGIES

"EDUCATIONAL STRATEGIES ARE DETERMINED BASED ON WHAT CAN BEST FACILITATE EACH STUDENT ACHIEVING THE DEPARTMENT LEARNING OUTCOMES."

⑤ TRADITIONAL PROGRAMS MAY BE ONE TYPE OF STRATEGY — BUT NOT THE ONLY ONE

"STRATEGIES LIKE INTENTIONAL CONVERSATIONS, COMMUNITY AND ORGANIZATIONAL MEETINGS, SERVICE INITIATIVES, SOCIAL MEDIA ENGAGEMENT, AND CAMPUS EVENTS ARE STRUCTURED TO HELP ACHIEVE THE LEARNING OUTCOMES."

the ESSENTIAL ELEMENTS

6

STUDENT LEADERS AND STAFF MEMBERS PLAY KEY ROLES IN IMPLEMENTATION BUT ARE NOT EXPECTED TO BE EDUCATIONAL EXPERTS

"STUDENT LEADERS AND STAFF MEMBERS ARE CONSIDERED TO BE FACILITATORS RATHER THAN DESIGNERS OF EDUCATIONAL STRATEGIES."

7

REPRESENTS DEVELOPMENTALLY SEQUENCED LEARNING

"EDUCATIONAL CONTENT AND STRATEGIES BUILD UPON ONE ANOTHER FOR A COHERENT PLAN BOTH ACROSS THE ACADEMIC YEAR AND THE FULL COLLEGE CAREER."

8

CAMPUS PARTNERS ARE IDENTIFIED AND INTEGRATED INTO PLANS

"MULTIPLE UNITS WITH INTERSECTING GOALS WORK TOGETHER TO DEVELOP EDUCATIONAL STRATEGIES THAT COMPLEMENT THE STUDENT EXPERIENCE AND ADVANCE THE INSTITUTION'S MISSION."

9

PLAN IS DEVELOPED THROUGH A REVIEW PROCESS

"A REGULAR REVIEW PROCESS (INTERNAL AND/OR EXTERNAL) IS DEVELOPED TO GET FEEDBACK FROM KEY PARTNERS AND EXPERTS ON CONTENT AND PEDAGOGY"

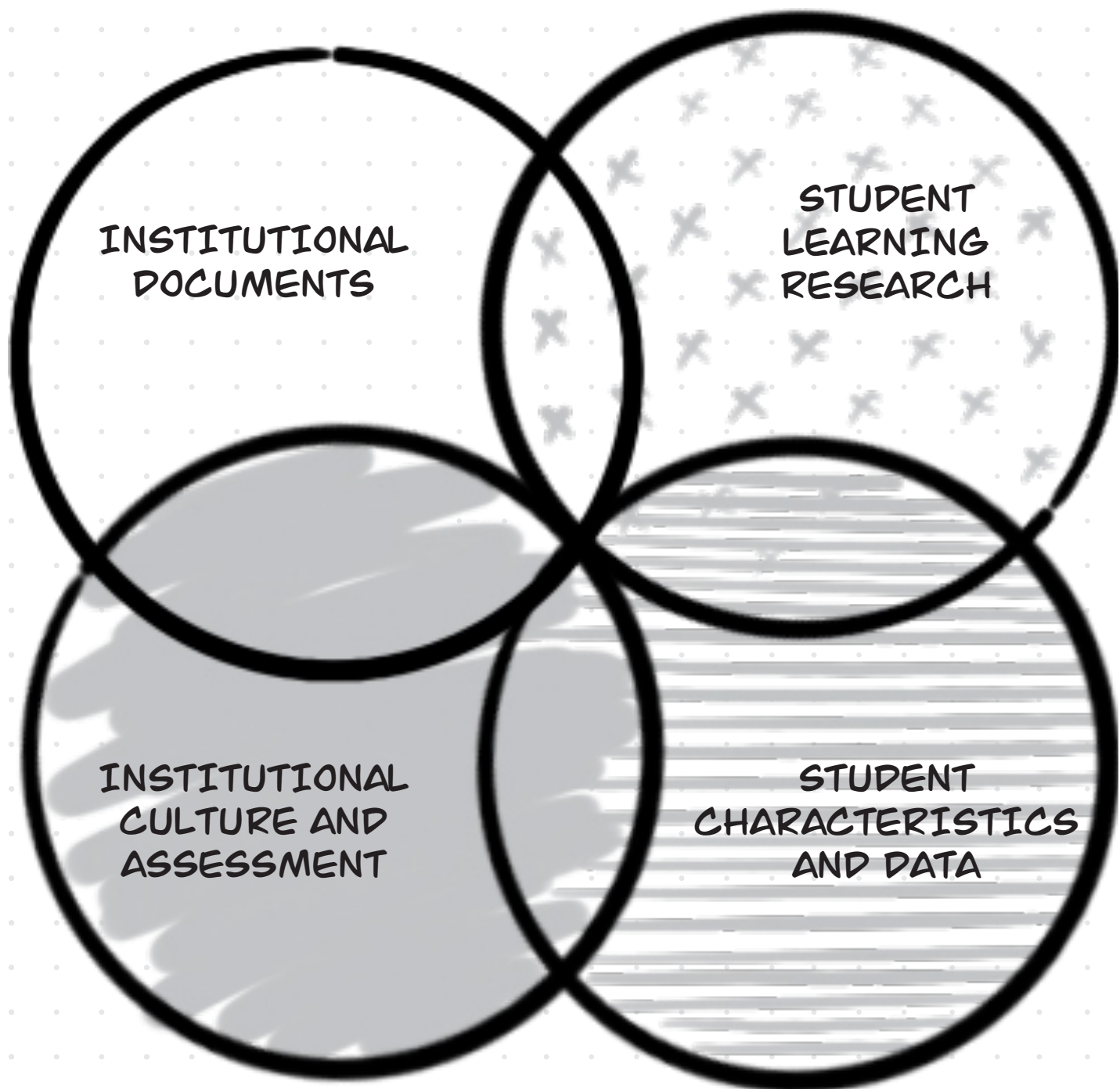
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CYCLE OF ASSESSMENT FOR STUDENT LEARNING AND EDUCATIONAL STRATEGIES

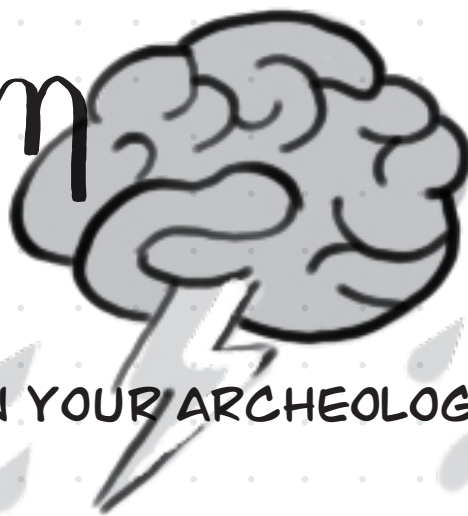
"ASSESSMENT IS FOCUSED ON STUDENT ATTAINMENT OF LEARNING OUTCOMES AND THE EFFECTIVENESS OF STRATEGIES IN A CYCLE OF CONTINUOUS IMPROVEMENT"

archeological dig

BEFORE BEGINNING YOUR CURRICULUM, IT IS IMPORTANT TO CONDUCT AN AUDIT, OR ARCHEOLOGICAL DIG, TO SURFACE IMPORTANT CHARACTERISTICS AND CONCEPTS THAT SHOULD BE PRESENT AND ACCOUNTED FOR IN YOUR CURRICULUM.



BRAINSTORM



WHAT SHOULD YOU REVIEW IN YOUR ARCHEOLOGICAL DIG?

INSTITUTIONAL
DOCUMENTS

EX. MISSION, VALUES, GEN ED REQUIREMENTS,
STRATEGIC PLANS, ETC.

STUDENT
LEARNING
RESEARCH

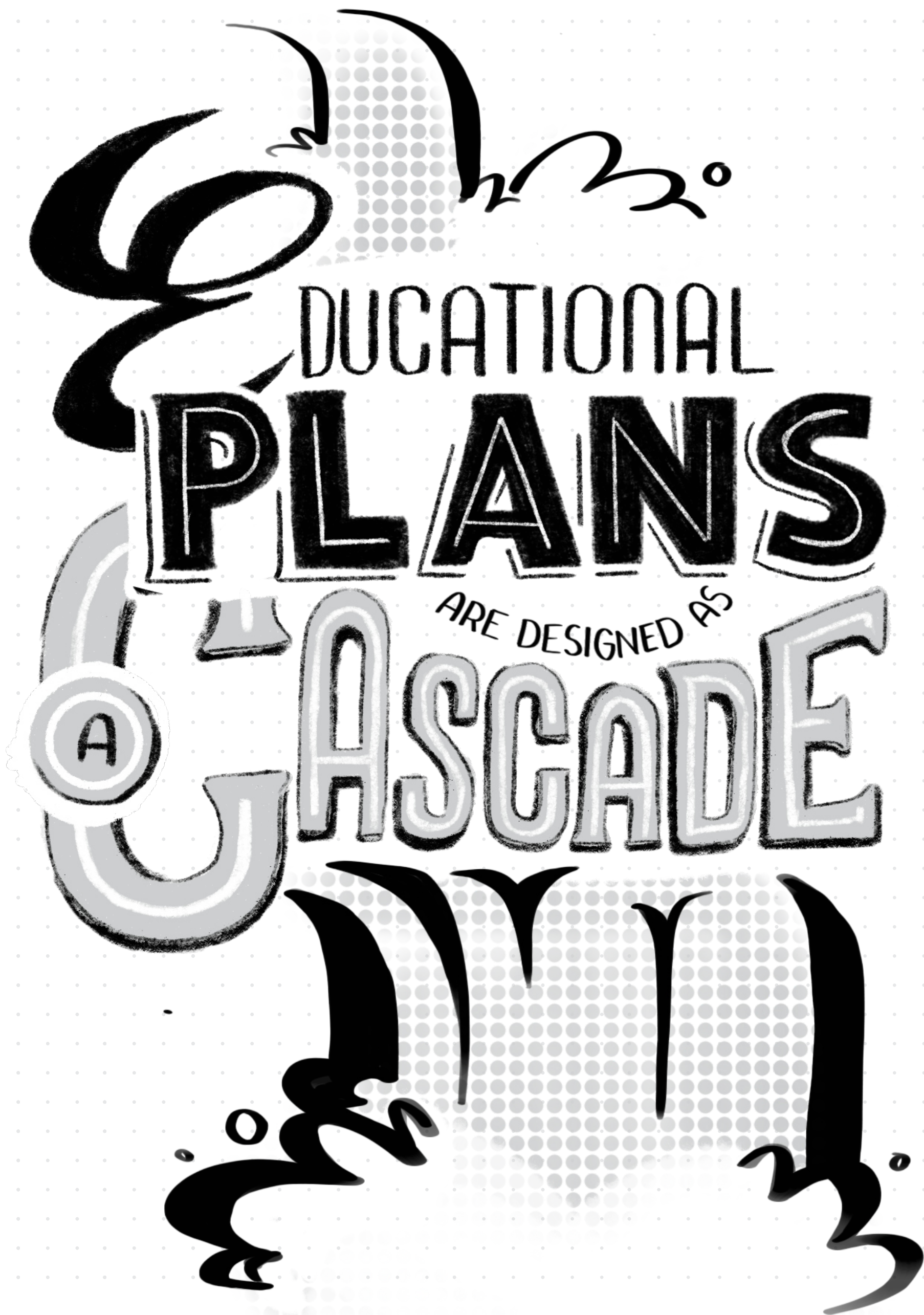
EX. LEARNING RECONSIDERED 1 & 2, STUDENT
DEVELOPMENT THEORY, COMPETENCIES FROM LUMINA,
AAC&U, CAS, ETC.

INSTITUTIONAL
CULTURE AND
ASSESSMENT

EX. SURVEYS, ADMISSIONS MATERIALS, POPULAR
MAJORS, ETC.

STUDENT
CHARACTERISTICS
AND DATA

EX. DEMOGRAPHICS, NSSE AND CIRP, STUDENT
FOCUS GROUPS



EDUCATIONAL

PLANS

ARE DESIGNED AS

CASCADE

cascade

EDUCATIONAL PRIORITY

LEARNING GOALS

LEARNING GOALS

NARRATIVE

NARRATIVE

LEARNING OUTCOMES

LEARNING OUTCOMES

STRATEGIES

STRATEGY
LEARNING
OUTCOMES

STRATEGY
LEARNING
OUTCOMES

STRATEGY
LEARNING
OUTCOMES

FACILITATION
GUIDE

FACILITATION
GUIDE

FACILITATION
GUIDE

writing an EDUCATIONAL PRIORITY

WHAT IS AN EDUCATIONAL PRIORITY?

AN OVERARCHING STATEMENT OF WHAT STUDENTS WILL LEARN
AS A RESULT OF THEIR PARTICIPATION IN A CURRICULUM.

MISSION STATEMENT

IS ABOUT THE DEPARTMENT.

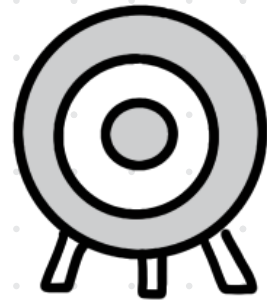
EDUCATIONAL PRIORITY

IS ABOUT THE STUDENTS.



YOUR EDUCATIONAL PRIORITY

A large rectangular box with a dotted background, intended for writing the user's educational priority.



GOALS

learning goals

BROAD AREAS OF FOCUS THAT CONTRIBUTE TO THE ACHIEVEMENT OF THE EDUCATIONAL PRIORITY.

tips

TYPICALLY 3-5 GOALS FOR A DEPARTMENT
(BUT A DIVISIONAL CURRICULUM CAN
INCLUDE MORE)



example

STUDENTS WILL
DEVELOP LEADERSHIP SKILLS
THAT ALLOW THEM TO SET
AND ACHIEVE ORGANIZATIONAL
GOALS AND COLLABORATE
AND COMMUNICATE WITH
DIVERSE OTHERS.

G O A L S

Narrative

NARRATIVE

NARRATIVE

EACH GOAL HAS A NARRATIVE - PARAGRAPH DESCRIPTIONS OF A LEARNING GOAL THAT PROVIDE FURTHER DEPTH AND MEANING AND THE PHILOSOPHIES AND THEORIES THAT INFORM IT.

EXAMPLE

CIVIC ENGAGEMENT IS AN IMPORTANT GOAL OF HIGHER EDUCATION IN THE UNITED STATES TO DEVELOP AN INFORMED CITIZENRY THAT ACTIVELY ENGAGES IN THEIR COMMUNITIES AND DEMOCRATIC GOVERNMENT. FURTHERMORE, THE NATURE OF WORK REQUIRES THAT INDIVIDUALS PARTICIPATE IN COLLABORATIVE ENVIRONMENTS TO MAKE CHANGE AND SUCCEED IN ACHIEVING GOALS. OUR NOTION OF CIVIC ENGAGEMENT IS BUILT OFF THE SOCIAL CHANGE MODEL OF LEADERSHIP RECOGNIZING THAT LEADERSHIP IS PROCESS-ORIENTED RATHER THAN POSITIONALLY RELATED. AS SUCH, CIVIC ENGAGEMENT INVOLVES SERVICE TO OTHERS AND IS ROOTED IN AN UNDERSTANDING OF SELF AND ONE'S POSITION IN THE WORLD AND SOCIAL SYSTEMS RELATIVE TO OTHERS.

WRITING Outcomes

SPECIFIC CONCRETE OUTCOMES THAT SPECIFY WHAT IS NECESSARY FOR ACHIEVEMENT OF THE LEARNING GOAL.

tips

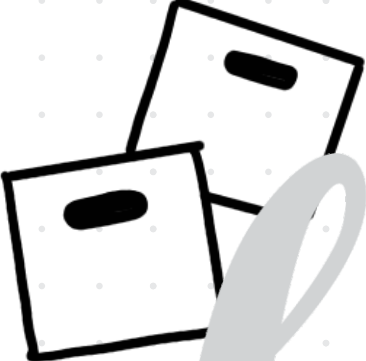
TYPICALLY 4-6 OUTCOMES FOR A DEPARTMENT
(BUT A DIVISIONAL CURRICULUM
CAN INCLUDE MORE).



example

OUTCOMES

STUDENTS WILL ARTICULATE A PERSONAL
LEADERSHIP PHILOSOPHY.



Rubrics

WRITING

A VISUAL METHOD OF REPRESENTING THE SUCCESSIVE STAGES OF LEARNING AND MASTERY OF EACH OF THE LEARNING GOAL OUTCOMES.

EXAMPLE

START	STUDENT IS UNABLE TO ARTICULATE A PERSONAL LEADERSHIP PHILOSOPHY
MOVING IN	STUDENT CAN NAME AND DESCRIBE A NUMBER OF DIFFERENT LEADERSHIP PHILOSOPHIES.
MOVING THROUGH	STUDENT CAN IDENTIFY A LEADERSHIP PHILOSOPHY OR PHILOSOPHIES THAT GUIDE THEIR INVOLVEMENT.
MOVING OUT	STUDENT CAN ARTICULATE A PERSONAL LEADERSHIP PHILOSOPHY AND HOW THEY PUT IT INTO ACTION.

GOAL

narrative

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

GOAL

narrative

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

GOAL

narrative

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

Outcome

STUDENTS WILL BE ABLE TO...

START	MOVING IN	MOVING THROUGH	MOVING OUT

STRATEGIES

strategies

THE VARIOUS VEHICLES OR METHODS FOR DELIVERING STUDENT LEARNING OPPORTUNITIES.

- ☐ INTENTIONAL CONVERSATIONS
 - ☐ PEER MENTOR PROGRAMS
 - ☐ STUDENT LEADERSHIP
 - ☐ STUDENT CONDUCT MEETINGS
 - ☐ MICRO-COURSES
 - ☐ COMMUNITY MEETING
 - ☐ CAMPUS EVENTS
 - ☐ BULLETIN BOARDS
 - ☐ WORKSHOPS
 - ☐ SOCIAL MEDIA
-

THESE SHOULD MOVE BEYOND PROGRAMS AND ENCOMPASS ALL THE WAYS YOU INTERACT WITH STUDENTS.

strategies

-WHAT-

Strategies:

DO YOU

HAVE?

「REMEMBER - YOUR -

Rubrics」

ONCE YOU KNOW YOUR LEARNING OBJECTIVES AND YOUR STRATEGIES, BEGIN TO SEQUENCE THEM SO THAT EACH OPPORTUNITY BUILDS ON PRIOR KNOWLEDGE AND SKILL, JUST LIKE A SYLLABUS. YOU CAN SEQUENCE WITHIN THE ACADEMIC YEAR AND ACROSS CLASS YEARS.

Sequencing

WEEK	STRATEGY	STRATEGY	STRATEGY
1	WELCOMING WEEKEND	RESLIFE FLOOR MEETING	
2			PEER HEALTH EDUCATOR
3		STUDENT ORG FAIR	
4	CAREER INTERESTS FAIR		
5		ACADEMIC ADVISING STARTS	INTERNSHIP FAIR

Facilitation

— GUIDES —

FACILITATION GUIDES ACTUALIZE YOUR STRATEGIES.
YOU CAN THINK OF THEM AS LESSON PLANS FOR
EACH INTERACTION.

FACILITATION GUIDES *common components*

FACILITATION GUIDES CAN VARY,
BUT MOST INCLUDE SOME OF
THE FOLLOWING MAIN COMPONENTS:

- ❑ TITLE
- ❑ STRATEGY TYPE
- ❑ TARGET AUDIENCE
- ❑ RELEVANT LEARNING GOALS & OUTCOMES
- ❑ SPECIFIC LESSON OUTCOMES
- ❑ PURPOSE
- ❑ PLANNING & PREPARATION
- ❑ FACILITATOR GUIDE
- ❑ ASSESSMENT



ASSESSMENT

ASSESSMENT IN A CURRICULUM SHOULD FOCUS ON LEARNING.

instead of

"DO YOU FEEL LIKE YOU KNOW THE POLICIES?"

ASK

"WHAT IS THE POLICY ON X?"

DIVISION

CURRICULUM GOAL 1
OUTCOME 1-1
OUTCOME 1-2
OUTCOME 1-3
OUTCOME 1-4

CURRICULUM GOAL 2
OUTCOME 2-1
OUTCOME 2-2
OUTCOME 2-3
OUTCOME 2-4

DEPARTMENT

CURRICULUM GOAL 1
OUTCOME 1-1
OUTCOME 1-2
OUTCOME 1-3
OUTCOME 1-4

CURRICULUM GOAL 2
OUTCOME 2-1
OUTCOME 2-2
OUTCOME 2-3
OUTCOME 2-4

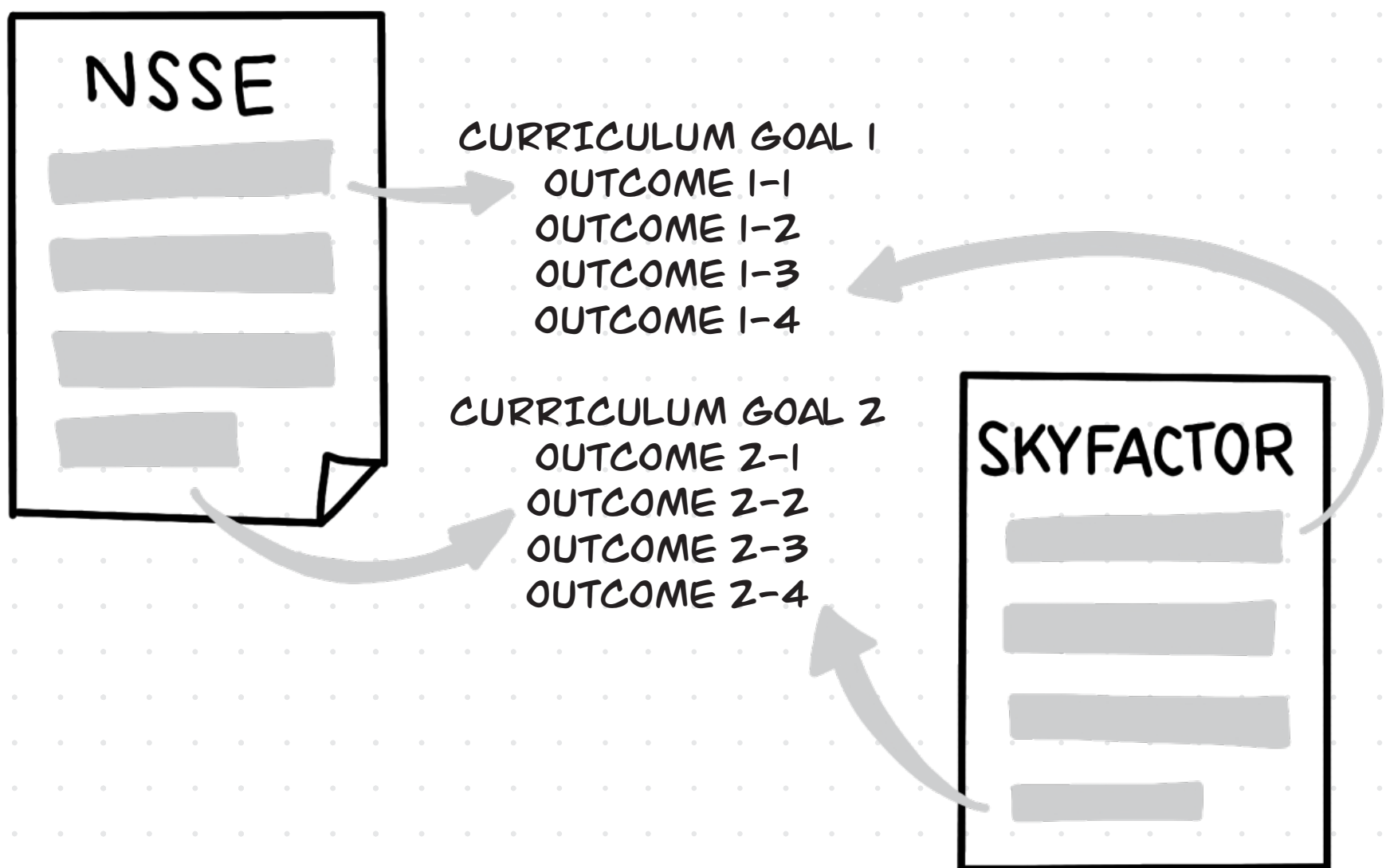
FACILITATION
GUIDE

FACILITATION
GUIDE

ASSESSMENT

assessment

EACH FACILITATION GUIDE SHOULD INCLUDE THESE ASSESSMENTS. YOU SHOULD ALSO THINK ABOUT BROADER INSTITUTIONAL ASSESSMENTS THAT MAY MAP ON TO YOUR CURRICULAR OUTCOMES.



Review

CURRICULAR PLANS SHOULD BE REVIEWED BY MULTIPLE ADVISORS, STAKEHOLDERS, AND NEUTRAL PARTNERS—BOTH WITHIN AND OUTSIDE OF THE ORGANIZATION. THROUGH A REVIEW PROCESS, CURRICULA CAN BE IMPROVED. REVIEWS SHOULD OCCUR ON AN ANNUAL, SEMI-ANNUAL, OR ONGOING BASIS AND SHOULD INFORM THE OVERALL EVOLUTION OF THE CURRICULUM.

BRAINSTORM



THINK THROUGH YOUR LOGISTICS:

- ☐ WHAT SOURCES OF FEEDBACK WILL YOU USE?
- ☐ HOW WILL YOU ORGANIZE YOUR TIME?
- ☐ WHAT IS THE SCOPE OF YOUR REVIEW? FULL? PARTIAL?
- ☐ IDENTIFY EXPERTS, PARTNERS, AND STAKEHOLDERS THAT CAN HELP IN THE REVIEW.

planning

LAUNCHING A CURRICULUM REQUIRES PRE-PLANNING.
FIRST, THINK OF HOW YOU MIGHT DIVIDE THE CURRICULUM
DEVELOPMENT OVER MULTIPLE YEARS. DO CERTAIN ASPECTS
NEED TO BE WORKED ON PRIOR TO OTHER ASPECTS?
WHAT IS A REASONABLE TIME FRAME GIVEN THE REALITIES
OF STAFF TIME?

YEAR 1

YEAR 2

YEAR 3

Setting Aside Time

HOW WILL YOU ENSURE YOU MAKE PROGRESS ON YOUR CURRICULAR DEVELOPMENT? WEEKLY/MONTHLY WORKSHOP MEETINGS? RETREATS?



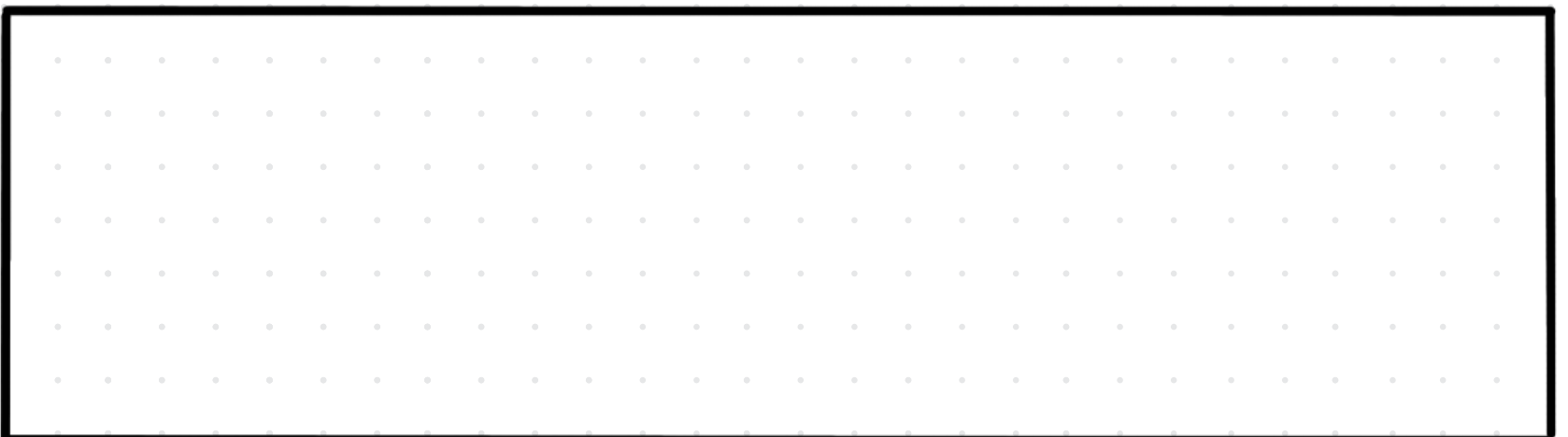
Organizational Opportunity & Barrier

WHAT OPPORTUNITIES AND BARRIERS EXIST TO YOUR SUCCESS? CAN THESE BE LEVERAGED OR CHANGED? THESE CAN INCLUDE: PARTNERS, SUPERVISORS, THE PHYSICAL ENVIRONMENT, ETC.



Cultural Change

WHAT ASPECTS OF CULTURE WOULD YOU LIKE TO CHANGE TO MAKE YOUR ORGANIZATION MORE LEARNING-CENTRIC AND TO EQUIP YOUR STAFF WITH THE NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES?



Notes

ROOMPACT

We're passionate about student learning and development! Our software is designed by and for residence life professionals to address your department's unique needs. Needs that aren't addressed by other software solutions. Working in combination with your Housing Management Software and your Student Conduct Software Roompack addresses the day-to-day needs of residence life professionals and residents.

Management. Roompack's software can help you simplify, centralize, and digitize paper processes. If you're tired of hacking things together with paper, shared drives, and spreadsheets, we're about to change your life!

Trends. With our software you can proactively identify student and community trends and coordinate individual and group interventions. You can also monitor progress on administrative processes.

Community. Developing community is the bedrock of residence life practice, and through our communication platforms and centralized hub you can keep your residents and staff informed and engaged.

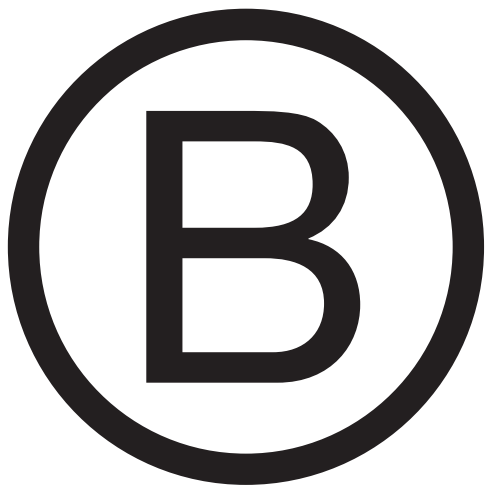
Learning. Roompack was built around the most important focus of your work, your students. Whether you use a curricular approach or a program model, our software can help enhance student learning and development.

Assessment. Roompack helps surface your data and make sense of it in multiple ways. Want to see it in aggregate? We can do that. Want to view it from an individual student perspective? Floor? Hall? We do it all.

Roompack started as (and remains) a family-owned business with a simple idea of helping college students navigate roommate conflict. Since 2013, we have evolved and broadened our scope to help residence life and education professionals with all aspects of their work in helping students. Although we've grown tremendously since 2013, we remain committed to our values, a company that does right by its employees, the campuses it serves, and the field of residence life and student housing as a whole. We're not in this to make a quick buck, or to flip our company and sell it to the highest bidder. We're in this for the long haul and seek to develop long term collaborative relationships with campus partners that will improve the experience of students and the educators that work with them.

The residential curriculum model, currently referenced as the curricular approach, was born out of original work created at the University of Delaware and cultivated as an in-person professional development event/Institute by ACPA. Over the years, ACPA Institute faculty have continued to develop and refine the curricular approach and its components for the institute. As a result, the intellectual property rights for the residential curriculum model, curricular approach, and related Institutes belongs to ACPA and to the University of Delaware. It is expected that individuals and institutions not reproduce or re-purpose any content from the Institute in whole or in part, whether for profit or not, without the advance, express written permission of ACPA-College Student Educators International. If additional permissions are needed for intellectual property, ACPA will consult with the University of Delaware and/or Institute faculty as appropriate. For questions or permissions, please contact Tricia Fechter Gates, Deputy Executive Director at pfechter@acpa.nche.edu.

Certified



Corporation

1%+SA

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STUDENT AFFAIRS**

Roompack donates at least 1% of total revenue every year to support student affairs associations. No strings. No expectations for anything in return. Entirely for the benefit of our profession.
Learn more at 14SA.org