

Curriculum	Change of Thinking	Residential Campuses are a great environment for a curriculum.
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## 2. APA Citation:

- Kerr, K. G. , & Tweedy, J. (2006). Beyond seat time and student satisfaction: A curricular approach to residential education. *About Campus*, 11(5), 9–15.

## 3. Purpose of Study

The purpose of this article was to promote a change of thinking towards a learning curriculum and examining the benefits such a change can have on a residential campus environment.

## 4. Results/Findings

- “Our to use the word *curriculum* accompanied a commitment to hold to a strict definition of that word. In our department, a curriculum must clearly define narrowly focused educational goals; must be based on sound and informed assessment of student educational needs and what they will learn (not what they will have opportunities to attend); must view residential education as learning over time and learning in sequence; must clearly define delivery strategies that include programming as only one component; must emphasize the individual student; must include specific lesson plans (also called *scripts*; must be outcome-based; must be highly intentional; and must be reviewed and externally approved” (14).
- Assessment is necessary to achieve a quality residential curriculum.
- This approach also forces us to assess outcomes and verify our claims, which is crucial if we are to do as ElizabethWhitt suggests:“Focus on student learning. Period” (p. 3). In her recent *About Campus* article titled “Are All of Your Educators Educating?” she states,“Policies, programs, and services of these [educationally effective college and university] student affairs units reflect a sustained commitment to achieving the institution’s desired educational outcomes (14).
- “Writing curricula, as outlined in the preceding paragraph, is a major undertaking for our professional staff. We have invested a great deal of time and energy in educating ourselves on learning outcome, learning goal, and lesson planning language and have investigated both K–12 and postsecondary models to inform our approach. Each curriculum is reviewed by the director and associate director of residence life and the assistant director of residential education (14).”
- “This is followed by a peer review process, and finally, each must withstand the scrutiny of the Residence Life Curriculum Review Committee.This committee includes faculty members, students, and administrators who annually review and approve each curriculum
  - “This multilayered review process breaks us out of residence life vernacular, poses tremendous growth opportunities through challenge, and improves language and goal clarity before we introduce curricula to our students” (14).

N/A

## 6. Limitations

No real data or evidence to prove the benefit of just broad “needs and adjustments”

## 7. Other articles I would like to look at:

- Leskes,A., and Wright, B. *The Art and Science of Assessing General Education Outcomes: A Practical Guide*. Washington D.C.: Association of American Colleges and Universities, 2005.
- Ward, L. “Creating Intentional Learning Environments.” Presentation at the Student Learning Institute, Harrison- burg,Va., June 15, 1996.