KU Student Housing Residential Curriculum
Theoretical Framework

Student Learning

"Learning reconsidered defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate," (Keeling et al., 2004, p. 2).

"Higher learning occurs horizontally, across experiences in and out of the classrooms, as well as vertically within majors and disciplines, and in ways that are necessarily cumulative… higher learning is not simply incremental and additive, but is in fact synergistic and requires mindful, coherent, and integrated design," (Keeling & Hersh, 2011, p. 21).

Persistence

"Any institution that wishes to emphasize student achievement, satisfaction, persistence, and learning must have competent student affairs professionals who contribute to the academic mission of the institution in ways that help students and the institution realize their goals," (Whitt, 2006, p. 2).

Tinto (2010) argues that the impact of involvement on student outcomes is not simply a reflection of the degree of involvement, but moreover how said involvements or engagements lead to forms of valued social and academic membership and a "sense of belonging," (Harris, 2006; Hoffman, Richmond, Morrow, & Salomone, 2003; Schlossberg, 1989; Tucker, 1999).

"Students living on campus are more likely to persist to degree completion than are similar students living elsewhere… Place of residence has a clear bearing on the extent to which students participate in extracurricular activities, engage in more frequent interactions with peers and faculty members, and report positive perceptions of the campus social climate, satisfaction with their college experience, and greater personal growth and development," (Pascarella & Terenzini, 2005, p. 603).

Social Responsibility through Self-Authorship

Self-authorship is "an ideology, an internal identity, a self-authorship that can coordinate, integrate, act upon, or invent values, beliefs, convictions, generalizations, ideals, abstractions, interpersonal loyalties, and intrapersonal states," (Kegan, 1994).

Self-authorship is "the capacity to internally define a coherent belief system & identity that coordinates engagement in mutual relations with the larger world" (Baxter Magolda in Baxter Magolda & King, 2004, p. xxii).

Pizzolato (2003, 2004, 2005) found that **dissonance** [between internal and external influences] and provocative experiences prompted college student who were at high risk for withdrawal from college to being to internally defined their goals and identities.
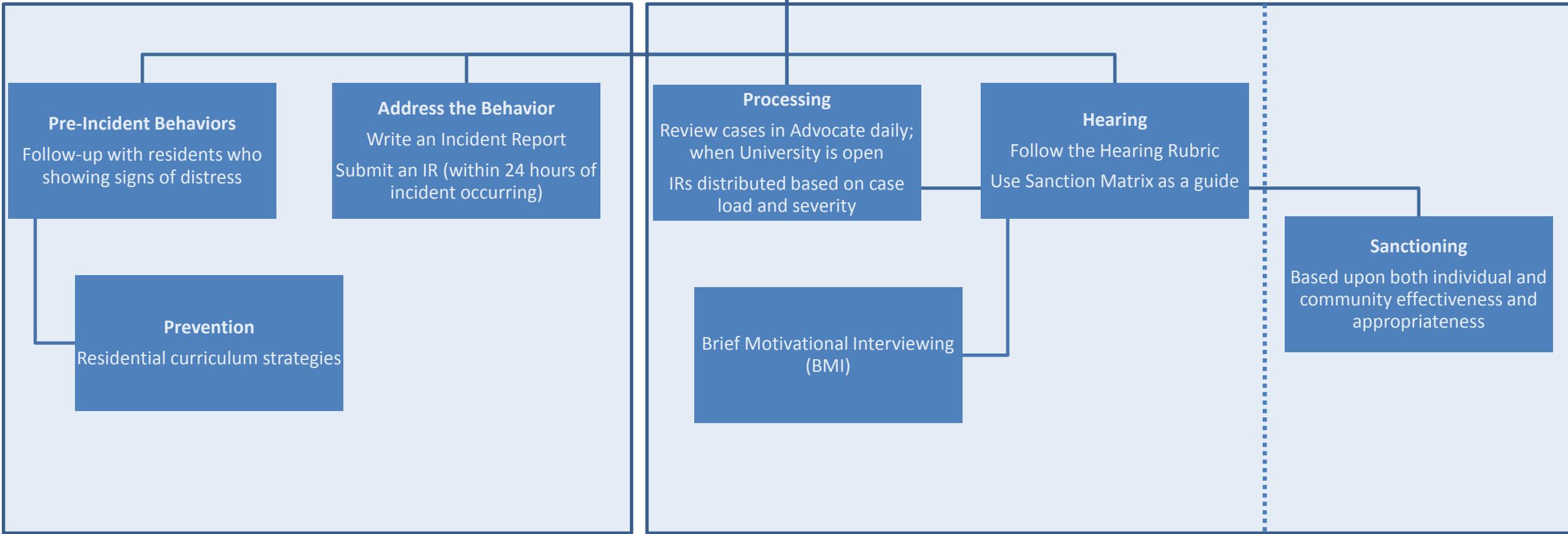
Baxter Magolda (2007) argues that this **adversity**, if accompanied by support, can promote the journey toward self-authorship.

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Student Conduct as a Learning Strategy

Because students tend to enter college with a set of **expectations** for institutional traits (Zemsky & Oedel, 1983), such expectations serve as a gauge by which individuals **appraise** their early experiences with the academic and social communities of the institution (Tinto, 1987, 1993).

Consequently, if such expectations are not met, then there is **early disenchantment** with these communities. Such disenchantment can, in turn, influence subsequent interactions with these communities (Braxton, et al 1995).

Pre-Incident Behaviors
Follow-up with residents who showing signs of distress

Prevention
Residential curriculum strategies

Address the Behavior
Write an Incident Report
Submit an IR (within 24 hours of incident occurring)

Processing
Review cases in Advocate daily; when University is open
IRs distributed based on case load and severity

Brief Motivational Interviewing (BMI)

Hearing
Follow the Hearing Rubric
Use Sanction Matrix as a guide

Sanctioning
Based upon both individual and community effectiveness and appropriateness

Role of Supervision

Undergraduate Staff

Professional Staff

Graduate/Professional Staff