

CommUNITY Education Program

Programming Philosophy

GUIDING PRINCIPLES

The CommUNITY Education Programming Model has at its core a number of guiding principles. These five principles – Purpose, Inclusion, Collaboration, Imagination, and Transformation.

Purpose

Program development should be purposeful and goal oriented. The first step in program planning is to identify anticipated cognitive and affective student outcomes. While unanticipated positive outcomes are likely from any program, a successful program is one that achieves its stated purpose and outcomes.

Inclusion

Thought should be given to issues of inclusion in planning any program or activity. Consideration should be given in developing program topics, content, and marketing which are as inclusive as possible of a broad range of perspectives and audiences. Every effort should be made to vary programming so that all residents feel welcome. Understanding and incorporating our differences and similarities is essential and adds value to our community.

Collaboration

Our ability to be successful in creating programming that supports our educational mission and in changing attitudes and behaviors is as dependent on our efforts as it is on our ability to make connections with others. Collaboration with other Divisional staff, RHA, campus organizations, and individuals is a must. As agents for building academic communities, consideration should also be given to utilizing faculty in developing and presenting programs. They can be very helpful in connecting the in-class and out-of-class experience for students.

Imagination

Students are changing and the programs and marketing strategies must reflect these changes. Even programs that have been successful in the past need to be evaluated and updated in order to reach new and returning students. Imagination is central to developing program formats and methods that are inclusive of students with different backgrounds, experiences, and learning styles.

Transformation

Growth happens (and communities develop) when students are adequately supported and challenged. Potential program participants are at different levels and our programming efforts should reflect these differences. What separates the Residence Halls from other communities is our focus on building communities that support academic and personal growth through intentional programming.

AREAS OF PROGRAMMING

While program content will be somewhat dependent on the audience, the environment, and the programmer, some attention should be given to developing the whole person.

One potential way to accomplish this is to develop programming around a predetermined list of focus areas. Such a possible list is that suggested by Drum (*Understanding Student Develop*, 1980) which includes seven dimensions of student development:

- Cognitive Development
- Identity Formation
- Aesthetic Development
- Physical Health
- Moral Reasoning
- Interpersonal Relatedness
- Social Perspectives

REFLECTION AND ASSESSMENT

Learning takes place and is solidified during reflection. On the other hand, formal and informal assessment helps develop the skills of the presenter and guides the refinement and development of new programs.

All programs should have some form of reflection. Whether that is simply asking participants to verbalize what they have learned, or challenging them to follow-up with another activity, or asking them to write down what they have gained from the program. The presenter should also reflect on the programming experience. Informal assessment may be most appropriate for some types of programs, including social programs, but in other cases, a printed program evaluation might be useful.

No BS Damit!

Using these guiding principles (PIC IT), CUEs follow nine specific steps in developing and implementing programs. These steps can easily be remembered by the acronym *No BS Damit* which stands for **Needs, Outcomes, Brainstorming, Strategy, Delegate, Arrange, Market, Implement, and Tie-Up**.

While each step is broad and entails a number of different activities following is a very brief explanation of each step/stage.

Needs

Before any program is planned, the CUE must first ascertain the needs of the community. While it is hoped that the interest areas of the CUE and the needs of a particular unit or community will coincide, the CUE should be listening before acting.

Outcomes

Because we are programming for transformation it is necessary to focus our activities toward specific outcomes. For each program the CUE will develop and document outcome statements. These will be used to measure success of a particular program.

Brainstorming

While many programming models start with brainstorming, we feel it is important to focus on these activities after we know the needs and outcomes. Essentially, we are brainstorming ideas to which will help us achieve a program's specific outcomes.

Strategy

In this stage, the CUE narrows down the brainstorming and ultimately selects an activity or approach to the program being planned. A detailed plan of action is developed at this stage.

Delegate

While CUEs may or may not be working with others, at this point the CUE breaks the program plan down into small action steps. If others are working with the CUE the steps are divided up, otherwise, the CUE begins working their way through the action steps by themselves.

Arrange

This stage overlaps considerably with the previous stage. Here, however, the programmer makes all the necessary arrangements for space, equipment, speakers, etc.

Market

Once the program and location are set the CUE will develop a marketing campaign. This should include but is not limited to flyers, emails, other mass communication, and word of mouth.

Implement

This is where the program actually takes place. A detailed outline of the presentation should be developed and printed out well in advance of the program.

Tie-Up

Bringing closure to the program is very important. This stage includes, completing a presenter reflection form, reviewing participant reflection forms, submitting attendance data, and sending *ThanCUE* notes to those who assisted with the program or helped in making it possible.