

NORTH DAKOTA STATE UNIVERSITY

LIVING-LEARNING PROGRAM

NDSU DEPARTMENT OF RESIDENCE LIFE
WWW.NDSU.EDU/RESLIFE



The mission of the Department of Residence Life is to support students by providing a vibrant, healthy place to live and learn. The Living-Learning Program carries out the mission of the Department of Residence Life and supports the missions of NDSU and the Division of Student Affairs.

In 1996, the Living-Learning Program was developed under the leadership of the former Director of Residence Life and current Vice President for Student Affairs, Prakash Mathew. The program focused on addressing the core issues first-year students face and included components to aid students in their transitions from high school to college. The Living-Learning Program was located in Reed/Johnson and Weible Halls. The grade point averages of students living in these communities consistently exceeded the overall first-year student grade point averages. Consequently, the demand from new students wishing to participate in the Living-Learning Program increased immensely.

Since the Living-Learning Program's inception, the program has continued to develop and evolve. The Department of Residence Life is committed to meeting the personal and academic needs of all students living on-campus. This program focuses especially on the needs of undergraduate students living in the residence halls.

Today's Living-Learning Program takes a comprehensive approach to meet the diverse needs of on-campus students. Components of the program are based on a foundation of community development and a learning curriculum. Consistently, grade point averages for students living in the residence halls exceed the grade point averages of those living off campus, at every undergraduate level.

Four major activities describe the outcomes the Department of Residence Life hopes to accomplish through the Living-Learning Program.

Create Social and Diverse Communities
Enhance Leadership
Support Academic Success
Foster Wellness

PROVIDING A VIBRANT, HEALTHY PLACE TO LIVE AND LEARN

EXPECTED OUTCOMES

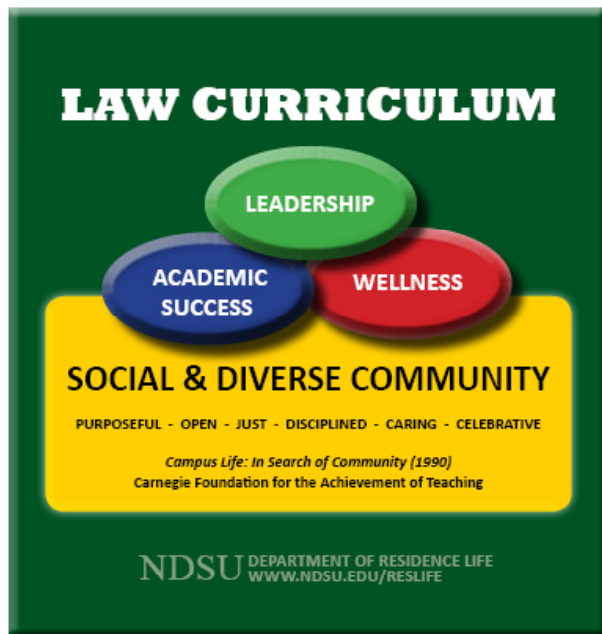
As a result of the activities and services provided by Residence Life, residents will:

- Invest in their community;
- Demonstrate value toward global perspectives;
- Display habits and attitudes that enhance their leadership abilities;
- Consider multiple points of view;
- Recognize a connection between their living environment and academic success;
- Become aware of and utilize academic support services;
- Practice the seven dimensions of wellness;
- Recognize the impact of their overall wellness in connection with their personal and academic success.

The Living-Learning Program has a variety of specialized components, all supported by a foundation of community development and a learning curriculum.



COMMUNITY DEVELOPMENT AND LAW CURRICULUM



SOCIAL AND DIVERSE COMMUNITY

The foundation of the Living-Learning Program is in creating communities that not only meet the basic needs of students, but also where community members positively influence the experiences of others. Furthermore, we strive for what Ernest Boyer envisioned – creating communities that are purposeful, open, just, disciplined, caring, and celebrative (The Carnegie Foundation for the Advancement of Teaching, 1990).

LAW CURRICULUM

- Leadership
- Academic Success
- Wellness

Community provides the foundation from which students begin building competencies in the areas of leadership, academic success, and wellness. Community activities and associated learning opportunities flow back and forth to create an intentional and vibrant living-learning experience.

FIRST YEAR EXPERIENCE PROGRAM (FYE)

The First Year Experience Program provides a living environment in which first-year students have the resources and support to successfully transition from high school to college. This culture provides a solid foundation from which students will grow, learn, and progress toward successful completion of the baccalaureate degree. The LAW Curriculum is specialized to meet the specific needs of first-year students, and faculty mentors assigned to each FYE floor help students make stronger connections with the academic community.

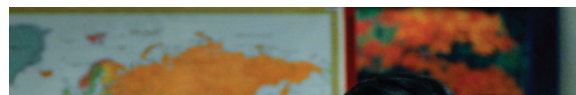
FACULTY IN RESIDENCE EDUCATION (FIRE)

Faculty-led programs and general faculty involvement in the residence halls provide special opportunities to foster both intellectual and personal development for students. In each residence hall, faculty members collaborate with staff to implement a variety of programs and interactions, ranging from community-building activities to academic and intellectual discussions. Faculty serve as mentors and role models and often become cherished members the community.

LEARNING COMMUNITIES

ARTS, HUMANITIES AND SOCIAL SCIENCES (AHSS) COMMUNITY

First-year students in AHSS live together and take the same section of University 189. Students interact with faculty and discuss a variety of topics exposing them to many opportunities to enhance their academic work and explore possible career options for their future.



BUSINESS COMMUNITY

First-year students majoring in business have the opportunity to meet fellow business students and interact with staff and faculty in this learning community. Students earn points for their University 189 class by participating in the classroom activities and through involvement in the residence hall.

ENGINEERING AND ARCHITECTURE (E & A) COMMUNITY

This community provides a common living space for students studying in any area of engineering or architecture. Faculty, advisors, and student organizations within the E & A college provide support and community activities for members of this community.

PHARMACY COMMUNITY

The College of Pharmacy, Nursing, and Allied Sciences supports this community by assisting Pre-Pharmacy students to better understand the major, connect with College faculty, and focus on student success.

WELLNESS COMMUNITY

Students and staff are focused on all dimensions of wellness by choosing a balanced and healthy lifestyle and supporting each other in making healthy choices. Students are committed to remaining substance-free both on and off campus. Community members and staff provide mutual support and education in the seven dimensions of wellness.

TRANSFER AND INTERNATIONAL EXCHANGE STUDENT (TIES) COMMUNITY

The TIES Community addresses the housing and transitional needs of transfer and international exchange students by bridging the gap between their previous institution and NDSU.

LEADERSHIP AND INVOLVEMENT

RESIDENCE HALL ASSOCIATION (RHA)

RHA is comprised of two representatives from each of the hall governments and an elected executive board. This group discusses policies, services, and activities which involve all residence halls. The opportunity to become involved at regional and national levels is also available, as RHA is a member of the National Association of College and University Residence Halls (NACURH) and its Midwest affiliate, MACURH.

HALL GOVERNMENT

Students involved in hall government receive valuable leadership skills and a voice in making decisions about their community. A portion of the residence hall activity fee is allocated to each hall government to be used for programming and hall enhancements.

NATIONAL RESIDENCE HALL HONORARY (NRHH)

The Bison Chapter of NRHH is comprised of the top 1% of leaders living in the residence halls. Members have demonstrated a commitment to living on campus and value mentoring future leaders, service, scholarship, and recognition.

PROGRAMMING COUNCIL

The Programming Council provides campus-wide programs for the residence hall population. The Council consists of one representative from each hall.

STUDENT CONDUCT

The Code of Student Behavior serves as a foundation of rights and responsibilities for all students at NDSU. Residence Life staff help students understand and enact their rights and responsibilities through community development and informational programming. Enforcement of policies helps maintain a safe environment where all students can effectively learn. Students who violate policies are treated with fairness through the student conduct process, with the goal of helping students learn about themselves, their impact on others, and the potential consequences of their decisions on their personal, academic, and career goals.



FOR MORE INFORMATION ABOUT RESIDENCE LIFE PROGRAMS, VISIT WWW.NDSU.EDU/RESLIFE

DEPARTMENT OF RESIDENCE LIFE PRINCIPLES

Seven principles have been put forward for future direction of the Department. The principles are as follows:

STANDARDS OF SERVICE - Consistently deliver the highest possible level of quality in all Residence Life services and programs.

LIVING ENVIRONMENT - Maintain, improve, plan and develop our facilities in the way that meets the students' basic needs.

LEARNING ENVIRONMENT - Foster individual growth and development, academic success, and a sense of community.

QUALITY AND DIVERSE STAFF - Attract reward and retain quality staff to develop and enhance an organizational culture that values all individuals, promotes professional development, and maintains ethical standards.

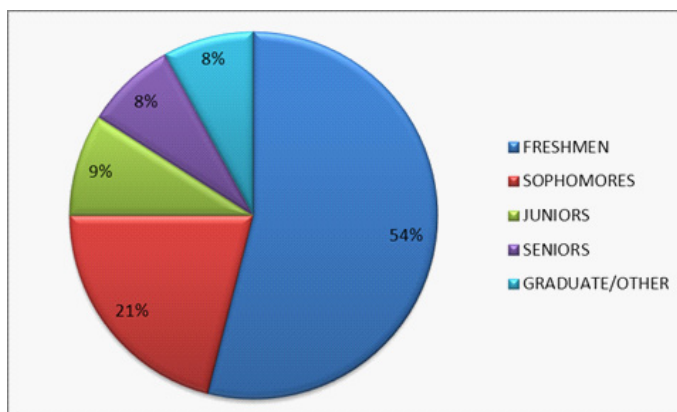
RESPONSIBLE FINANCIAL MANAGEMENT - Responsibly manage financial resources to achieve growth and address future planning.

BUILDING AND ESTABLISHING RELATIONSHIPS - Attract and retain students, develop and sustain successful partnerships that market and foster a positive reputation.

INNOVATIVE USE OF TECHNOLOGY - Incorporate the innovative use of technology.

The Department of Residence Life has an annual budget of \$16 million. Residence Life operates on income mostly generated by student room fees and apartment rent. Beyond being self-supporting, as an auxiliary unit, the Department of Residence Life also provides financial support to other areas of the University.

STUDENTS LIVING ON CAMPUS BY CLASS

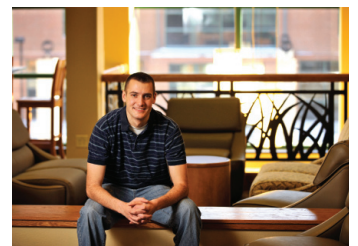


STUDENTS:

3273 living in Residence Halls

1107 living in Apartments (3 complexes)

30% of NDSU students live on campus



FACILITIES:

14 Residence Halls

531 Apartments Units



RESIDENCE LIFE

STAFF:

74 Full-Time

114 Students