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## Competencies

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#### **Learn to contribute to the creation and maintenance of a sustainable community.**

A. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.

##### Narrative:

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Developing a positive community where students interact freely while refraining from behaviors that diminish the academic environment has always been a priority within residence halls. This priority remains, but the incorporation of sustainability into the type of community being developed changes the approaches dramatically. We still want high levels of interaction and the development of deep personal connections. We still want students to treat the community with respect. These elements should be considered as bare-minimum baselines. To create and maintain a sustainable community, certain content factors will need to be introduced. As indicated by learning goal A, students use their knowledge of sustainability to change habits. This requires enough knowledge about how their actions impact the sustainability triple bottom line of flourishing environments, healthy economies, and social justice.

Models which represent a vision of what a sustainable society could look like should be created and tested within this competency. Examining the floor community as a small micro-society, and attempting to envision practices of a sustainable society may allow education-strategy designers to introduce new social systems to the floor.

Students who achieve this competency would go well beyond recycling and would be able to fully examine the impact of purchasing decisions, eating choices, and transportation selections. Students would also have the capacity to understand that they make dozens of choices each day whether or not to add to or detract from their micro-societies and the world at large. As community members, students who have achieved this competency will also be partner-oriented in problem solving and will express a sense of ownership for community problems.