

Student Learning and Development

Description:

The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice, ~~as well as understanding teaching and training theory and practice.~~

One should be able to:

Basic	<ul style="list-style-type: none"> • Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development (<u>e.g. learning, psychosocial and identity development, cognitive-structural, typological, environmental and moral</u>). • Articulate <u>how</u> how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years. • Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental). • Identify the <u>strengths and</u> limitations in applying existing theories and models to varying student demographic groups. • <u>Articulate one's own developmental journey in relation to formal theories.</u> • <u>Identify one's own informal theories of student development ("theories in use") and how they can be informed by formal theories to enhance work with students.</u> • <u>Identify dominant perspectives present in some models of student learning and development.</u> • Articulate one's own developmental journey and identify one's own informal theories of student development and learning (also called theories in use) and how they can be informed by formal theories to enhance work with students. • Generate ways in which various learning theories and models can inform training and teaching practice. • Identify and construct learning outcomes for both daily practice as well as teaching and training activities. • Assess teaching, learning, and training and incorporate the results into practice. • <u>Assess learning outcomes from programs and services and use theory to improve practice.</u>
Intermediate	<ul style="list-style-type: none"> • Design programs and services to promote student learning and development that are based on current research on student learning and development theories. • Utilize theory-to-practice models to inform individual or unit practice. • Justify using learning theory to create learning opportunities. • Identify and take advantage of opportunities for curriculum and program development to encourage continual learning and developmental growth.

	<ul style="list-style-type: none"> • Construct effective programs, lesson plans and syllabi. • Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution. • Teach, train, and practice in such a way that utilizes the assessment of learning outcomes to inform future practice. • Critique the dominant group perspective present in some models of student learning and development and modify for use in practice.
Advanced	<ul style="list-style-type: none"> • Utilize theory to inform divisional and institutional policy and practice. • Explain <u>Translate</u> theory to diverse audiences (e.g., colleagues, faculty, students, parents, policy-makers) and use it effectively to enhance understanding of the work of student affairs. • Analyze and critique prevailing theory <u>for improved unit, division or campus practice</u>. • Contribute to the development of theories. • Identify staff members' level of competency regarding the ability to apply learning and development theory to practice, and create professional development opportunities utilizing various learning concepts. • Evaluate and assess the effectiveness of learning and teaching opportunities at the <u>divisional</u> level and communicate their <u>its</u> effectiveness to the larger campus community as well as explain opportunities for collaboration and integrated learning opportunities. • Build and support inclusive, <u>socially just</u> and welcoming campus communities that promote deep learning and foster student success. • <u>Communicate</u> the learning orientation of student affairs to the campus community. • <u>Provide alternative models that explore student learning and development from an inclusive paradigm.</u>

