

Learning Aims Draft

Educational Priority: As a result of the student experience at JMU, students will develop the knowledge, skills, and abilities to thrive.

1. Building Community

Students who feel a strong sense of belonging and interconnectedness with others are better positioned to learn, fully engage in opportunities, and develop mutually beneficial relationships on campus, locally and globally. By facilitating student reflection, we foster a learning environment where students come to understand how their actions have impacts on communities. Student Affairs initiates programs, services, and advocacy designed to create environments of care and accountability where students build the confidence to be positive contributors to the JMU and global community.

- a. Students will report a sense of belonging in the JMU community
- b. Students will identify their memberships to both proximate and affinity communities
- c. Students will articulate the responsibilities of community membership
- d. Students will positively contribute within their communities

2. Diversity, Equity, and Inclusion

By nature of its origin, history, and current operating protocols, our institution is underwritten and scaffolded by hegemonic systems that prioritize the experience of those who hold dominant identities at the expense of those who hold marginalized identities. All students are impacted by this reality at JMU in various ways, which often have unproductive and harmful results to their minds, bodies, and spirits. We know that students who identify systemic barriers in their environment and seek to build relationships across difference are essential elements for a community of educators seeking to build a more just and equitable campus for students of all identities. We seek to create opportunities for students to identify oppression, promote inclusion, value diverse communities, and imagine a future where systemic barriers to harm are reduced.

- a. Students will articulate their social group identities
- b. Students will articulate barriers to diversity, equity, and inclusion
- c. Students will communicate effectively across differences
- d. Students will foster greater equity in their communities

3. Personal Development

Personal development involves an evolution of self-authorship that requires students to invest in themselves so that they can effectively invest in their communities. Once students are able to embrace their uniqueness and express their internal authority, the meaning they place on their relationship with

themselves and with others informs their belief systems. This self-authorship empowers students to evaluate and meet individual and group needs from multiple perspectives. The healthy personal development of students is key to building thriving, inclusive communities.

- a. Students will define how external factors influence the construction of their identity
- b. Students will express their internal authority
- c. Students will analyze how their values and ethics inform their choices
- d. Students will evaluate individual and group needs from multiple perspectives

4. Professional Development

Professional Development describes the efforts put forth towards achieving one's vocational goals and interests. It includes one's ability to identify and explore career-related interests through life experiences and formal and informal education. Professional Development also takes into consideration individual's internal perceptions of their experiences and aspirations combined with external perceptions shaped by learned social understandings and perceptions of successes related to one's vocational journey. Finally, though advancements can be made in professional development, it is not a task to be completed, but is a continual process of learning and engagement related to one's professional aims and interests.

- a. Students will identify potential career paths and graduate programs
- b. Students will explore career-related interests through experiential learning opportunities
- c. Students will be able to describe their skills and learning to employers and graduate school representatives
- d. Students will achieve their post-graduation career goals

5. Well-Being

Well-being is an optimal and dynamic state. It is the alignment of one's values with an understanding and acceptance of self, good physical and mental health, and healthy environments and relationships. By understanding the relationship between well-being and one's values and knowing how to get support for one's needs, students can begin to integrate healthy strategies for holistic well-being.

- a. Students will articulate the relationship between well-being and one's values
- b. Students will describe how to get the support they need for their well-being
- c. Students will be able to demonstrate skills conducive to creating a healthy environment
- d. Students will integrate strategies for holistic well-being into regular routines