At the completion of this session, participants will be able to:

- Articulate a definition of student learning
- Describe the uses of student development theory in a campus recreation setting
- Recall examples of student development at work in a university recreation setting
NIRSA STUDENT LEARNING IS...

Intentionally creating an environment where students can be inspired to grow in knowledge, skills and abilities that promote ethical and healthy lifestyle choices though quality recreational programs, facilities and services.
WHY?

- Why do they do what they do?
- What drives students?
- What needs do students have?
- What do you need to create a developmental community
DEVELOPMENT OCCURS WHEN...

- Ready
- Timely
- Challenges
- Risk
- Great Complexity
- Process or Personal Experience
PSYCHOSOCIAL THEORIES CONCEPTS

- Content driven
- Feelings, behavior and thinking
- Relationship to society
- Whole person focus
- Influenced by: culture heritage, gender, environment

- Cumulative
- Continuous
- Stage Based
- Orderly
- Internal Crisis
- Developmental Crisis
- Challenge and Support
- Not Universal
THE SEVEN VECTORS
CHICKERING & REISSER

1. Developing Competence
2. Managing Emotions
3. Moving Through Autonomy Towards Interdependence
4. Developing Mature Interpersonal Relationships
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity
PUTTING THEORY TO PRACTICE

- Programming Model
- Student Employee Training
- Student Leadership Series
Basic Outcomes

101 Programs – Vector 1 & 2
Following the completion of a 101 session, participants will be able to demonstrate the basic skills necessary to participate in selected activities autonomously.

Educational Sessions – Vectors 1, 2, 3 & 5
After the completion of a programming educational session, participants will be able to articulate three knowledge based facts on the topic area.

Staff Development – Vector 1-7
Following the completion of staff training, student employees will be able to demonstrate the basic skills necessary to supervise their respective areas.
**Outcomes:**

*Following the completion of the service ethic training, students will be able to:*

- Define the components of a service ethic  
  *Vector 1*
- Define the Four Pillars of Service  
  *Vector 1*
- Articulate 1 way in which they can demonstrate the service ethic in their assigned area.  
  *Vector 1, 2 & 3*
Outcomes

Following the completion of the service ethic training, students will be able to:

Articulate and define the components of the service ethic

*Vector 3*

Integrate the service ethic into each area of UREC and serve as a role model to your peers

*Vector 3 & 4*

Articulate 2 non-verbal behaviors (body language) to avoid when working at UREC

*Vector 3 & 4*

Define the concept of aggressive hospitality

*Vector 3 & 4*
Outcomes
Following the completion of the service ethic training, students will be able to:

- Articulate and define the components of the service ethic  
  Vector 6
- Articulate your role as a leader in teaching and perpetuating the UREC Service Ethic  
  Vector 5, 6 & 7
- Define the concept of aggressive hospitality  
  Vector 6 & 7
STUDENT LEADERSHIP SERIES

Matching Vectors to Programming

**Workshop 1: Leadership Basics**
- Vector 1 Developing Interpersonal Competence

**Workshop 2: DISC Personality Profile System Part One**
- Vector 2 Managing Emotions – Understanding Self
- Vector 5 Identity Development

**Workshop 3: DISC Part Two**
- Vector 3 Moving Through Autonomy toward Interdependence
- Vector 5 Identity Development

**Workshop 4: Beyond UREC**
- Vector 6 Developing Purpose

**Workshop 5: Citizenship**
- Vector 7 Developing Integrity
RESOURCES

Learning Reconsidered at www.learningreconsidered.org/

NASPA at www.naspa.org/

ACPA at www.myacpa.org/

The Chronicle of Higher Education www.chronicle.com

JMU Conference Presentations at: www.jmu.edu/recreation/AboutUREC/Presentations