

# CO-CURRICULAR LEARNING DOMAINS

## DOMAINS, DIMENSIONS, AND DEFINITIONS

At Iowa State University, we believe that learning is an activity that happens anywhere and everywhere on campus. Further, we believe that the activities associated with the college experience, especially those that help emerging adults gain the cognitive and social skills necessary to be successful outside of college, should be rooted in a common set of definitions and goals. The five Co-Curricular Learning Domains, definitions, and related dimensions provide both a framework and a language for describing/defining the learning that occurs through the co-curricular programs and services offered in the Division of Student Affairs.

Supporting the process of students becoming responsible, engaged citizens who contribute to global and local communities.

### **CIVIC RESPONSIBILITY**

Having a sense of commitment to the welfare of one's communities and understanding the need to contribute meaningfully to society.

### **SOCIAL RESPONSIBILITY**

Advocating for issues and contributing to communities in ways that are congruent with their values and expressing dissent accordingly.

### **GLOBAL PERSPECTIVE**

Understanding and analyzing the interconnectedness of global societies and local communities. This includes the use of resources, propagation of ideas, and the navigation of today's complex geopolitical landscape.

CIVIC ENGAGEMENT



Supporting students in their identity and awareness development processes, and challenging them to move toward broader understanding of complex environments. Future professionals need skills and awareness advocacy, social justice and equity concepts, inclusion programming, and collaboration.

### **SELF-AWARENESS & UNDERSTANDING**

Articulating one's identities, values, beliefs, strengths, and areas for growth.

### **ETHICS**

Developing and clarifying a personal code of values, ethics, and beliefs that inform and guide one's actions.

### **PURPOSE-DRIVEN**

Connecting one's personal code to actions, decisions, and choices.

### **ACCOUNTABILITY & INTEGRITY**

Taking responsibility for both positive and negative outcomes associated with one's actions; managing adversity in a flexible and ethical manner that promotes personal growth.

INTRAPERSONAL  
DEVELOPMENT



Supporting students in their identity and awareness development processes, and challenging them to move toward broader understanding of complex environments. Future professionals need skills in awareness advocacy, equity concepts, inclusive programming, and collaboration.

### **AWARENESS OF DIVERSITY AND APPRECIATION FOR DIVERSE EXPERIENCES**

The attitudes, skills, and knowledge through which individuals and systems respond respectfully, empathically, and effectively to people who are different. This includes differences in viewpoint, political ideology, culture, language, class, race, ethnic background, religion, sexual orientation, disability, and other elements of diversity in a manner that recognizes, affirms, and values the worth of individuals, communities, and families, and protects and preserves the dignity of each.

### **CULTURAL COMPETENCY**

Having an awareness about one's own cultural identity and views about difference, and having the ability to build on the various cultural and community norms of peers and community members. It is the ability to understand differences while celebrating the variations in our communities.

### **IDENTIFYING AND ADDRESSING INEQUALITY**

The capacity for and demonstration of skill in identifying inequalities in communities and articulating ways to address those inequalities through the promotion of justice.

**JUSTICE, EQUITY,  
AND INCLUSION**



A relational and ethical process of people together attempting to accomplish positive change.

### **PURPOSEFUL**

Having a commitment to a goal or activity, collaborating and finding common ground with others.

### **INCLUSIVE**

Understanding, valuing, and actively engaging diversity in group, including different views, approaches, styles and aspects of individuality.

### **EMPOWERING**

A sense of self-claiming ownership and expecting to be involved; creating an environment that promotes participation.

### **ETHICAL**

Leadership is a relational and ethical process of people together attempting to accomplish positive change. The action of leaders should be based on shared values, the desire to cause real change and a commitment to mutual purposes.

### **PROCESS-ORIENTED**

Being aware of the dynamics among people in groups, reflective, challenging, caring, and collaborative.

**LEADERSHIP**



An active process through which people become aware of, and make choices toward, a successful existence.

### **OCCUPATIONAL**

Engaging in work that is meaningful, enjoyable, and aligns with personal values.

### **PHYSICAL**

Pursuing regular physical movement, a nutritious diet, adequate sleep, and practicing safe behaviors.

### **EMOTIONAL**

Possessing a positive attitude and the ability to identify and express a wide variety of feelings in an appropriate manner.

### **SPIRITUAL**

Expanding our sense of purpose and meaning in life based on a core set of values and beliefs.

### **SOCIAL**

Establishing a sense of connection and belonging through positive interpersonal relationships.

### **INTELLECTUAL**

Seeking to expand knowledge, skills, and creative abilities.

### **ENVIRONMENTAL**

Choosing a lifestyle of committed effort toward sustaining the Earth's natural environment.

### **FINANCIAL**

Making responsible decisions to live within your means and setting financial goals today that will positively impact your financial future.

**WELLNESS**

