Dalhousie University’s Student Co-Curricular Record Inclusion Guidelines

Section I: Introduction

At Dalhousie, student life extends beyond the classroom. Students develop and make an impact on their communities through experiential and service learning, employment, and volunteer activities.

The Co-Curricular Record (CCR) at Dalhousie will recognize students’ “out-of-class” accomplishments and personal growth that is not fully reflected on their academic transcript. All information contained within a student’s Co-Curricular Record will be validated by the university.

By acknowledging these accomplishments and promoting greater student engagement via the CCR, Dalhousie demonstrates its commitment to a vibrant, positive student experience.

Section II: Eligibility for Recognition

The CCR will acknowledge accomplishments that:

- Relate directly to a student’s experience while at Dalhousie University
- Encourage and support student growth and development
- Contribute to the life, atmosphere and culture of the university
- Promote new learning opportunities for students to complement their overall experience

Section III: Organization

The CCR will be organized in the following five categories:

- Career Development
- On-Campus Leadership (Student Held Positions)
- Community Engagement
- Professional Development & Training
- Awards and Recognition

If a position does not fit within these categories, it is ineligible to be recognized by the Dalhousie Co-Curricular Record. To determine accomplishments eligible for recognition through the CCR, please review the following categories in greater detail. *Recognition includes but is not limited to the example accomplishments listed below.
Career Development

Employment on campus can present practical opportunities for students to apply and deepen knowledge and skills developed through classroom instruction.

Student accomplishments in this category include:

- Internships, co-op and field placements
- Teaching Assistants, Lab Instructors, Markers, etc.
- Peer Coaching, Mentoring or Tutoring
- Residence Life

On-Campus Leadership (Student-Held Positions):

The university acknowledges the value of student leadership on campus for creating a culture of engagement and personal growth.

Student accomplishments in this category include elected, appointed or hired positions within:

- The Dalhousie Student Union (DSU)
- Student Societies (ratified by the DSU)
- Athletics and Recreation
- Volunteer work on campus through existing Dalhousie events and initiatives (i.e. Open House, Green Week etc.)
- Community and/or group events on campus (i.e., fundraising programs such as Shinerama).

Community Engagement:

Dalhousie is consistently creating and strengthening collaborative relationships with community organizations. Dalhousie students are now eligible to be recognized for their efforts off campus and typically within non-profit organizations to create positive change for the university and broader community.

Student accomplishments in this category include:

- Volunteer work with the Ecology Action Centre
- Volunteer work for the IWK Children’s Hospital
Training and Development

Students have the opportunity to engage in various training and development programs throughout the academic year. These programs can help frame personal/professional goals, develop skills and create community connections.

Student accomplishments in this category include:

- Leadership training & workshop series (i.e., Conflict Resolution, Assertiveness, Diversity, Anti-Oppression)
- Academic development opportunities such as participation in conferences & seminars

Awards and Recognition

Dalhousie recognizes the outstanding contributions made by students at the university in various ways. The CCR will acknowledge these accomplishments so long as they do not appear on the academic transcript.

Student accomplishments in this category include Dalhousie Awards for outstanding contributions, leadership or civic engagement.

Section IV: Learning Outcomes

Learning outcomes are statements used to describe the knowledge or skills that a person should have acquired by the end of a program, that is used as a form of personal reflection. Students adding a position to their personal CCR will be required to select at least 2 from the Learning Outcome achievement statements that, in their opinion, best describe their experience.

The statements selected by the student will correspond with learning outcome categories, which the record will display.

The following is a list of the learning outcome categories and corresponding statements that will be used in Dalhousie’s CCR.

Effective Communication

- Able to influence and/or engage others through writing, speaking or artistic expression
- Effectively articulates abstract ideas
- Delivers presentations or gives performances
- Exhibits effective listening skills
Leadership Development
- Demonstrates effective leadership styles and qualities when making decisions
- Exhibits ability to visualize a group purpose and desired outcomes
- Encourages and empowers others
- Exhibits positive role modeling

Personal Values
- Articulates and acts in congruence with personal values
- Demonstrates willingness to scrutinize personal beliefs and values

Collaboration
- Works cooperatively with, and seeks feedback from others
- Contributes to achievement of group goals or shared vision and demonstrates awareness of team/group dynamics

Appreciating Diversity
- Understands roles of spirituality in personal and group values and behaviours
- Seeks involvement in diverse interests
- Articulates the advantages and challenges of diversity
- Appropriately challenges abusive use of stereotypes by others

Social Responsibility
- Appropriately challenges the unfair, unjust or uncivil behaviour of other individuals or groups
- Participates in service/volunteer activities
- Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms
- Understands and participates in university systems

Intellectual Growth
- Employs critical thinking in problem solving
- Forms decisions or opinions based on past personal experiences
- Reinforces personal knowledge by teaching others
Enhanced Self Awareness

- Articulates personal strengths and weaknesses
- Understands and articulates personal belief system, identity and culture
- Articulates rationale for personal behaviour

Healthy Behaviour

- Articulates relationship between health and wellness and accomplishing life goals
- Exhibits and promotes behaviours that advance a healthy community

Meaningful Interpersonal Relationships

- Establishes mutually rewarding relationships with friends and colleagues
- Participates in establishing a respectful environment for all community members

Intentional Learning

- Sets, articulates and pursues individual and educational goals
- Uses personal and educational goals to guide decisions
- Reflects on interests, values, skills and abilities that influence life and career choices
- Makes the connection between class and out-of-classroom learning

Professionalism

- Follows tasks through to completion in an efficient manner
- Respects personal boundaries and uses discretion as needed
- Resolves matters of conflict in a respectful manner
- Works effectively in a team environment

References

Section V: Process

All position requests to be recognized on the Co-Curricular record undergo a validation process; this validation process and the duration thereof will depend on whether the position requested is an existing position or one to be added to the database.

In the validation process for an already existing position, the program coordinator, faculty or staff member, or person responsible for the verification of student participation is contacted and asked to verify a student’s involvement.

Once this participation is verified/declined, the position is then added or removed from the students’ personal Co-Curricular Record by the CCR team. All positions awaiting verification remain as “pending” until verified.

When a new position is requested to be added to the CCR database, there is a two-step verification process. First, the position will be assessed in terms of the inclusion criteria and accuracy to be added to the Co-Curricular record. Second, if the position request meets all the necessary requirements, then it is added to the database and made available for students to add to their personal record. Once the requested position is added to the CCR database, it is the students’ own responsibility to go back and add it to their personal record.

The following are definitions of the various statuses a position can be in when a student requests an existing position to be added to their personal CCR:

Pending
The CCR Team is working on approving your request. Upon approval from the supervisor or executive member in charge this will change into an approved status.

Approved
Your request is approved and will show up when you print your Co-Curricular Record!

Declined
Your request may have been rejected for various reasons. For example, your name may have not been listed in the society member list given to the CCR team by executive members or you may have requested the role for the wrong academic year.

All requests for new student accomplishments to be added to the Co-Curricular record database must be submitted by March 25 of each academic year.

Student requests for validation of accomplishments within the CCR database will be processed no later than April 15 of each academic year.
Grandfathering

The CCR will acknowledge accomplishments that meet the criteria set out in the guidelines within a 2-year period of completing the activity.

Since each activity or accomplishment requires validation at the time of its completion, it can be difficult to validate activities or accomplishments from previous years.

The CCR program strives to be inclusive and fair to all students, therefore it will not be implemented retroactively beyond a 2-year period.

Students can contact staff in the Dalhousie Bissett Student Success Centre for advice on how to capture activities and accomplishments occurring prior to that 2-year period within a resume, apply for jobs and/or post-graduate programs.

Section VI: Steering Committee

The CCR Steering Committee will be responsible for providing direction on the development and implementation of a CCR at Dalhousie. The committee shall:

- Provide direction and support for the Coordinator, Co-Curricular & Experiential Learning
- Create, contribute to, and review all documents and procedures related to the CCR project. Documents will include:
  - The Inclusion Guide (to be reviewed on an annual basis)
  - Training documents on the usage of the CCR system.
  - Marketing materials that will be used for the promotion of the CCR
- Develop a list of key stakeholders and invite their active participation in the program
- Review and approve current student positions, activities, workshops, awards and other forms of recognition currently in place at Dalhousie to be acknowledged on the CCR
- Review and approve a marketing strategy for the CCR

Membership:

The CCR Steering Committee will include the following individuals:

- Coordinator, Co-Curricular & Experiential Learning (Chair)
- 1 Representative, DSU
- 1 Representative, Faculty of Arts and Social Sciences
- 1 Representative, Faculty of Science
- 1 Representative from Bissett Student Success Centre
- 1 Representative from the International Centre
- 1 Representative from Res Life
- 1 Representative from Student Life
- 1 representative from the King’s Student Union (KSU)
- 1 Representative, Marketing & Social Media
Consultants include but are not limited to:

- Student Societies
- Athletics and Recreation
- Residence Life
- Alumni

If you have any questions, please contact:

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