Dalhousie University’s Student Co-Curricular Record

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.

Through the Co-Curricular Record (CCR), Dalhousie will recognize students’ “out-of-class” accomplishments and personal growth 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: Definition

The CCR will be organized in the following five categories:

- Leadership (Student Held Positions)
- Campus and Community Engagement
- Course-related Service Learning or Experiential Learning
- Training and Development
- Awards and Recognition

To determine accomplishments eligible for recognition through the CCR, please review the following categories in greater detail.
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:

- Residence Life
- The Dalhousie Student Union (DSU)
- Student Societies (ratified by the DSU)
- Athletics and Recreation

Campus and Community Engagement:

Independent of their academic work, Dalhousie students collaborate with groups or agencies to produce desirable outcomes for the university and the larger community.

Student accomplishments in this category include:

- Volunteer work on campus through existing Dalhousie events and initiatives (i.e. Open House, Alumni Events, Green Week etc.)
- Community and/or group events on campus (i.e., fundraising programs such as Spread the Net and Tsunami Relief). Note: community-based accomplishments must have a formal connection to Dalhousie.
- Peer Coaching, Mentoring or Tutoring
- Student employment where there is ample training and responsibility.

Course-related Service Learning or Experiential Learning

Academic programs or courses can present practical or out-of-class opportunities for students to apply and deepen knowledge and skills developed through classroom instruction. These opportunities may or may not contribute to the student’s academic assessment within their program or courses.

Student accomplishments in this category include:

- Internships, co-op and field placements or study-abroad opportunities
- Engagement activities on or off campus that are carried out under the general supervision of the course instructor

Support from course or program instructors is required for CCR recognition.
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 (i.e., Conflict Resolution, Assertiveness, Diversity, Anti-Oppression)
- Workshops delivered by Dalhousie community members (students, staff, faculty, alumni)
- Academic development opportunities such as participation in conferences, seminars and lecture series

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

As a form of personal reflection, students will be required to select from those 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.

<table>
<thead>
<tr>
<th>Effective Communication</th>
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<tbody>
<tr>
<td>- writes and speaks coherently and effectively</td>
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<td>- writes and speaks after reflection</td>
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<tr>
<td>- able to influence others through writing, speaking or artistic expression</td>
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<td>- effectively articulates abstract ideas</td>
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<td>- delivers presentations or gives performances</td>
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<td>- employs conflict resolution strategies</td>
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<tr>
<td>- uses engaging communication techniques</td>
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<tr>
<td>- articulates leadership philosophy or style</td>
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| Leadership Development                                      | - serves in leadership capacity  
|                                                          | - comprehends individual and group dynamics  
|                                                          | - exhibits democratic principles as a leader  
|                                                          | - exhibits ability to visualize a group purpose and desired outcomes  
|                                                          | - encourages and empowers others  
| Personal Values                                           | - articulates personal values  
|                                                          | - acts in congruence with personal values  
|                                                          | - makes decisions that reflect personal values  
|                                                          | - demonstrates willingness to scrutinize personal beliefs and values  
|                                                          | - identifies personal, work and lifestyle values and explains how they influence decision making  
| Collaboration                                              | - works cooperatively with others  
|                                                          | - seeks the involvement of others  
|                                                          | - seeks feedback from others  
|                                                          | - contributes to achievement of group goals or shared vision  
|                                                          | - exhibits effective listening skills  
|                                                          | - demonstrates awareness of team/group dynamics  
| Appreciating Diversity                                    | - understands own identity and culture  
|                                                          | - seeks involvement with people different from oneself  
|                                                          | - seeks involvement in diverse interests  
|                                                          | - articulates advantages and challenges of diverse society  
|                                                          | - challenges appropriately abusive use of stereotypes by others  
|                                                          | - understands the impact of diversity on own society  
| Social Responsibility                                     | - understands and participates in university systems (boards, committees, Dalhousie Student Union)  
|                                                          | - understands, abides by and participates in the development, maintenance, and/or orderly change of community, social and legal standards or norms  
|                                                          | - appropriately challenges the unfair, unjust or uncivil behaviour of other individuals or groups  
|                                                          | - participates in service/volunteer activities  
| Spiritual Awareness                                       | - develops and articulates personal belief system  
|                                                          | - understands roles of spirituality in personal and group values and behaviours |
| Intellectual Growth                                      | - employs critical thinking in problem solving  
|                                                      | - uses complex information from a variety of sources including personal experience and observation to form a decision or opinion  
|                                                      | - reinforces personal knowledge by teaching others  
| Enhanced Self Awareness                                | - articulates personal skills and abilities  
|                                                      | - acknowledges personal strengths and weaknesses  
|                                                      | - articulates rationale for personal behaviour  
|                                                      | - learns from past experiences  
|                                                      | - exhibits positive role modeling  
| Healthy Behaviour                                       | - chooses behaviours and environments that promote health and reduce risk  
|                                                      | - articulates relationship between health and wellness and accomplishing life goals  
|                                                      | - exhibits and promotes behaviours that advance a healthy community  
| Meaningful Interpersonal Relationships                 | - develops and maintains satisfying interpersonal relationships  
|                                                      | - establishes mutually rewarding relationships with friends and colleagues  
|                                                      | - listens to and considers others’ points of view  
|                                                      | - treats others with respect  
| 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  
|                                                      | - documents connections of knowledge, skills and accomplishments resulting from formal education, service-learning, volunteer experience, campus involvement and leadership engagement  
| Professionalism                                         | - works effectively in a team environment  
|                                                      | - uses sound judgment when interacting with others  
|                                                      | - follows tasks through to completion  
|                                                      | - demonstrates good work habits  
|                                                      | - respects personal boundaries and uses discretion as needed  
|                                                      | - resolves matters of conflict in respectful manner  

References


Section V: Process

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 above for the 2011–12 academic year onward.

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.

Students can contact staff in the Dalhousie Career Services Centre for advice on how to capture activities and accomplishments occurring prior to 2011–12 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 Manager of the Student Co-Curricular Record (SCCR)
- With direction from the SCCR Manager, create, contribute to, and review all documents and procedures related to the SCCR project. Documents will include but not be limited to:
  - Inclusion Guide (to be reviewed on an annual basis)
  - Training Documents on the usage of the SCCR system
- Develop a list of key stakeholders and invite their active participation in the program
- Develop Learning Outcomes (and achievement statements) to be used in the SCCR system
- Review and approve current student positions, activities, workshops, awards and other forms of recognition currently in place at Dalhousie to be acknowledged on the SCCR
- Review and approve a marketing strategy for the SCCR

Membership:

The CCR Steering Committee will include the following individuals:

- AVP Student Affairs (Chair)
- President, DSU
- President, Faculty of Arts and Social Science Student Society
- Manager, Co-Curricular Record
- 1 representative from Career Counselling/Career Information Centre
- 1 representative from the Career Services Centre
- 1 representative at large from Student Academic Success Services
- Assistant Dean, Student Programs, Faculty of Arts and Social Sciences
- 1 representative from the King’s Student Union (KSU)

Consultants include but are not limited to:

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

If you have any questions, please contact;

Chris Glover,
Co-Curricular Manager
902-494 8022
chris.glover@dal.ca