

LAURIER

Student Leadership Centre

CCR Inclusion Guide

Version: 2011-2012

Overview:

Laurier's Co-Curricular Record (CCR) is as an institutionally recognized chronicle of student engagement and student leadership involvement. The CCR recognizes students' participation in meaningful activities that are not for academic credit, and supports experiential learning and a holistic student experience.

Purpose of the CCR:

The purpose of Wilfrid Laurier University's Co-Curricular Record:

- To encourage and recognize meaningful student involvement
- To maximize and support intentional learning that occurs as a result of student involvement
- To complement the academic experience by encouraging further involvement and purposeful reflection
- To serve as a search tool for students wishing to connect with a multitude of involvement opportunities at Laurier

Benefits of the CCR:

- Provides students with a validated and authenticated record of their involvement while at Wilfrid Laurier University
- Provides students with a tool to share and communicate their co-curricular involvement to potential employers, on Graduate school applications and for grants and bursaries
- Complements the Academic Transcript by providing students with a tool to help them identify, evaluate and reflect on the learning that occurred as a result of engagement in co-curricular activities
- Contributes to an enhanced culture of student involvement at Wilfrid Laurier University

Criteria for Recognition on the Co-Curricular Record

**Activities must meet all four criteria to be eligible for CCR recognition*

1. Activity provides students with meaningful learning opportunities
2. Activity is co-curricular in nature and is not required for academic credit
3. Activity meets validation process requirements
4. Activity supports and fosters transformational experiences as opposed to transactional services

A detailed explanation of criteria for recognition on the Co-Curricular Record

1. Activity provides students with meaningful learning opportunities

Research shows that student involvement in co-curricular activities has the potential to yield significant learning. To ensure that activities provide intentional learning opportunities for students, Learning Outcomes must be identified at the beginning of each year. These Learning outcomes can be used to guide programming, training and anticipated learning for student participants.

The Learning Outcomes include:

Effective Communication
Leadership Development
Clarified Personal Values
Collaboration
Appreciating Diversity
Social Responsibility

Spiritual Awareness
Intellectual Growth
Enhanced Self Awareness
Healthy Behaviour
Meaningful Interpersonal Relationships
Intentional Learning

Data collected from the Co-Curricular Record at the end of each year will be reviewed by the Student Leadership Centre and must substantiate that learning is occurring for students. Any activity that does not demonstrate that meaningful learning is taking place will not qualify for future co-curricular recognition until changes are made and programming is reassessed.

2. Activity is co-curricular in nature and is not required for academic credit

Laurier has a strong culture of student involvement which contributes to rich, holistic student experiences. The CCR recognizes student involvement that is not a requirement of a particular course or program, but ideally complements students' curricular learning.

3. Activity meets validation process requirements

All activities on the CCR are validated. Only those activities that are sanctioned by the University and can be validated by a member of the Laurier community are eligible for CCR recognition. Activities must be reviewed and verified each fall by the Validator to ensure that contact information, activity descriptions and Learning Outcomes are updated. All activities must be validated by **April 30th, 2012**. Failure to meet the validation timeline will result in suspended status for CCR recognition for the following academic year.

***Validator** – the individual responsible for approving or declining students' requests for an activity to be added to their CCR. This individual is usually the staff, student or faculty who oversees, coordinates or facilitates a particular activity (group, club, event, workshop etc.) and can verify the authenticity of a student request.

4. Activity supports and fosters transformational experiences as opposed to transactional services

The CCR recognizes those activities that offer transformational learning experiences for students. The CCR recognizes transformational opportunities that are connected to personal growth and development. These experiences provide students with an opportunity to make meaningful contributions, to develop transferable skills and to engage in activities that embody a commitment to holistic learning. On the other hand, activities that are considered to be transactional services and that can be more aptly described as "jobs" are not eligible for CCR recognition and are best captured

on a résumé. For example, whereas student employment at a campus profit-centre would not qualify for CCR recognition, students who receive a stipend or honorarium in recognition of their involvement and their contribution to a culture of student leadership engagement would be considered for CCR recognition.

Understanding the process for Co-Curricular Record

Effective January 2009, the following process will be used to maintain up-to-date information and ensure the ongoing credibility and validity of the Co-Curricular Record.

September to February: Co-Curricular Record administrators will meet with every student, faculty or staff that oversees and validates each activity listed on the Co-Curricular Record. Using the “Application for Recognition” (Appendix A) or online Activity Request form, validators will identify the Learning Outcomes anticipated for their programming by selecting learning achievements for each activity. For example, in recognizing that the anticipated Learning Outcomes for the Vice-President of the Marketing club could differ from anticipated Learning Outcomes for the Secretary of the Marketing club, Validators will need to review each activity within their group.

September to March: Students are required to submit their involvement in activities with the “Submission for Validation” form online by **March 31st, 2012**. This is accessible once students log into their CCR account (waterlooccr.mylaurier.ca/home.htm) and under My Record, select “*add an activity to your record*”. Their request for CCR recognition is then forwarded to the Validator for approval. **The CCR IS NOT RETROACTIVE** so students must add activities to their Co-Curricular Record during the same academic year in which they were involved. This encourages students to think critically and reflect on their co-curricular involvement each year; helps students to develop a purposeful pathway of involvement; and ensures a timely and accurate validation process.

May to August: Staff and students in the Student Leadership Centre will review the information collected regarding both the anticipated and actual Learning Outcomes. The information collected here will be used for the upcoming academic year to support Validators in using Learning Outcomes to guide programming, training and to maximize learning for all involved students.

Appendix A: Application for Recognition
Application for Recognition on the Co-Curricular Record

CCR Ambassador:
Date:

Applicant's Name (Validator):
WLU Email Address:
Student or Staff ID #

Category:
Department:
Activity:
Start Date:
End Date:

Purpose and Description

- 300 characters or less
- Sentence structure format

Sentence 1: Provides description of your group

Example: House Council is a council of individuals who...

The Laurier Marketing Association provides opportunities for students to....

Sentence 2-3: Describes the activity

Example: A House Council President is responsible for....

A Laurier Marketing Association general member is responsible for....

Sentence 4: Provides average time commitment

Example: Average time commitment is _____ hours per week

Time commitment was 8 hours

Learning Outcomes:

Laurier's Co-Curricular Record is an institutionally recognized chronicle of student involvement. It recognizes individual contributions and participation in Laurier's exceptional culture of student engagement and experiential learning. This tool assists students in articulating and reflecting on their interests, values, skills, abilities, knowledge and accomplishments resulting from "out of class" involvement including community service, volunteering and leadership engagement. The Co-Curricular Record helps students to make connections between their curricular and co-curricular learning and experiences.

To help identify the Learning Outcomes, please review the following list of sample achievements and circle those (5-8) that best reflect the anticipated learning for this activity:

- able to influence others through writing, speaking or artistic expression
- acknowledges personal strengths and weaknesses
- appropriately challenges the unfair, unjust or uncivil behaviour of other individuals or groups
- articulates personal skills and abilities
- articulates rationale for personal behaviour
- articulates relationship between health and wellness and accomplishing life goals
- articulates, makes decisions and models behaviours that reflect personal values
- chooses behaviours and environments that promote health and reduce risk
- comprehends individual and group dynamics
- contributes to achievement of group goals or shared vision
- delivers presentations or gives performances
- demonstrates awareness of team/group dynamics
- demonstrates willingness to explore personal beliefs and values
- develops and articulates personal belief system
- develops and maintains satisfying interpersonal relationships
- develops and reflects an informed perspective on issues of culture, power and privilege
- effectively articulates abstract ideas
- employs conflict resolution strategies
- employs critical thinking skills in a variety of contexts
- establishes mutually rewarding relationships with friends and colleagues
- examines the advantages and challenges of diverse society
- exhibits ability to visualize a group purpose and desired outcomes
- exhibits and promotes behaviours that advance a healthy community
- exhibits effective listening skills
- exhibits positive role modeling
- explores different leadership theories, philosophies and styles
- explores personal impact as a role model to foster leadership in individuals/communities
- identifies personal, work and lifestyle values and understands how they influence decision making
- increases understanding of social justice issues and participates in service/volunteer activities
- learns from past experiences
- listens to and considers others' points of view
- makes the connection between curricular and experiential learning
- recognizes and responds to the use of stereotypes and assumptions
- reflects and documents connections of knowledge, skills and accomplishments resulting from formal education, service-learning, volunteer experience, campus involvement and leadership engagement
- reflects on how thoughts, language and actions impact the development of supportive, inclusive communities
- reflects on interests, values, skills and abilities that influence life and career choices
- reflects on own leadership style and abilities
- reflects on personal morals and ethics
- reinforces personal knowledge by teaching others
- seeks feedback from others
- seeks involvement in diverse interests and with people different from oneself
- seeks the involvement of others
- serves in leadership capacity
- sets, articulates and pursues individual and educational goals
- treats others with respect
- understands and participates in developing and/or sustaining positive change in campus, local, national and global communities
- understands own identity and culture
- understands roles of spirituality in personal and group values and behaviours
- uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
- uses engaging communication techniques
- uses personal and educational goals to guide decisions
- works positively and cooperatively with others
- writes and speaks after reflection
- writes and speaks coherently and effectively

CCR Ambassador Section:

Learning Outcomes (1-5) for 2011-2012 are: