Experience Catalogue Recognition Process
Co-Curricular Experiences (Campus-Based and External)

This document will outline the application process for getting a campus-based or external Co-Curricular experience published on the Experience Catalogue. Co-Curricular is defined as activities that support student development in venues that are **not** for academic credit.

If you are applying for an experience that is for academic credit or required as part of a class, please reach out to the Office of Experiential Learning in the Centre for the Advancement of Teaching and Learning at oel@umanitoba.ca.

If you participated and completed a recognized experience and would like to know how to add it to your personal Experience Record, please reach out via email to involvement@umanitoba.ca.

Process Overview

1. Applicants complete and submit the application form found here:
   https://apps.powerapps.com/play/e/default-4f80dd0b-338c-4e4c-8a14-90446962f7b8/a/f53a64c5-e5d9-41b5-8111-280220ea9140?tenantId=4f80dd0b-338c-4e4c-8a14-90446962f7b8&hint=7c4600ff-1ca7-4c5e-9605-77acd6a36a2b&sourcetime=1694786587344

2. The Experience Record Campus Committee (ERCC) will meet on the last Wednesday of each month to review complete applications received before 4:30 PM of the 15th day of every month. Incomplete applications or applications received past the deadline will be reviewed in the following cycle.

3. The applicant will be informed of the Committee's decision by the Experiential Learning Partnerships representative via email within 7 business days following the ERCC review meeting.
   a. If the ERCC determines that an application cannot be approved in its current state, feedback will be provided, and the applicant will have the opportunity to revise their application.
   b. If approved, the communication will include the category the experience will be recognized under.

Application Checklist

☐ Submit Application
☐ Revise Application (if necessary)
☐ Log in to UMConnect and view the experience

If you require assistance or would like to provide feedback regarding this document or the application process, please contact at ExperienceRecord@umanitoba.ca.

Part 1 – Application

Who should complete the application?

Campus-based partners (i.e. those with a @umanitoba/@myumanitoba email) who wish to have an experience they **oversee** published on the Experience Catalogue must complete an application form. Some examples of who should complete the application include the program coordinator, activity facilitator or leader, or student association / group leader (president, equivalent, or designate).

Link to the form: https://apps.powerapps.com/play/e/default-4f80dd0b-338c-4e4c-8a14-90446962f7b8/a/f53a64c5-e5d9-41b5-8111-280220ea9140?tenantId=4f80dd0b-338c-4e4c-8a14-90446962f7b8&hint=7c4600ff-1ca7-4c5e-9605-77acd6a36a2b&sourcetime=1694786587344

Note: To access the form, applicants will need to log-in using their @myumanitoba (for students) or @umanitoba (for faculty and staff members) email and password.

External partners (employer, industry, community partners) looking to have an experience recognized in the Experience Record must connect with the Experiential Learning Partnerships office and a member of their team will complete the form in consultation with the external partner.

We recommend for the application to be submitted prior to the start of the experience, however, applications will be accepted and considered for retroactive recognition in the same academic year for any experience that started on or after May 1st of that same academic year.

What should an applicant expect in the application?

The application form will ask the applicant to provide information regarding the experience and the positions within it. This allows the Experience Record Campus Committee to evaluate whether the experience meets the criteria for Experiential Learning or Student Involvement.

The questions in the form are outlined in Appendix I of this document.

If you are applying to add new positions in a currently recognized experience, please refer and copy the experience name, description, and information published on UMConnect.

For an application to be processed within the same month, **all necessary information must be received by 4:30 pm on the 15th of that month.** Incomplete applications or applications received after this deadline will be processed in the following month.
Ex. Complete applications received between September 1st and 15th will be processed in September, while applications received the 16th and 30th will be processed in October.

Part 2 – Review Process

What does the review process look like?

A review meeting will be held where complete applications will be presented to the Experience Record Campus Committee (ERCC). This review meeting is held virtually **on the last Wednesday of every month.** The ERCC will vote on whether to approve an experience. If an experience was approved, it will be categorized as either Student Involvement or as one of the types of Experiential Learning. The ERCC may also request for request for revision / more information from the applicant or reject an application.

The ERCC consists of the following members:
*must be present during the review meeting; the designate is a staff member within the CCELC assigned by the designator

- *CCELC Director or their designate
- *Student Experience and Development (SeaD) Lead or their designate
- *SeaD Coordinator or their designate
- *Experiential Learning Partnerships Lead or their designate
- A CCELC Student Representative, (could be a Peer Involvement Advisor or a student staff member)
- A Representative from UMSU
- A Representative from GSA

Criteria for approval under Student Involvement or as one of the types of Experiential Learning can be found in Appendix II of this document.

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Part 3: Post-Review Process

How will the applicant know the result of the review process for their application?
The applicant will be notified of the decision of the ERCC by the Experiential Learning Partnerships Representative via email within 7 business days following the review meeting.

What happens if the experience is approved under Student Involvement?
Approved Student Involvement experiences will be added to the Experience Catalogue under the Student Involvement category and can be added to students' Experience Records going forward. The applicant will be assigned the roles of **Activity Owner** and **Validator** for the experience in the UMConnect Student Involvement module, unless a designate is otherwise assigned by the applicant. A designate can be assigned by reaching out to ExperienceRecord@umanitoba.ca.

Note: Only one person can be assigned as the Activity Owner, but there can be multiple validators for each position.

The responsibilities of the Activity Owner are outlined below:

1. **Reviewing the experience and position descriptions yearly.** These descriptions are available on the Activity Owner Homepage on UMConnect. If changes are needed regarding the descriptions, refer to Point 3 (Completing the Experience Catalogue Co-Curricular Experiences Information Form) to learn how to submit the desired changes. Changes may be subject to review by the Experience Record Campus Committee.

2. **Ensuring that the activity owner to the experience and/or validators to the positions within the experience are up to date.** For example, transitioning to a new group of student club executives of one club may require changes in activity owner and/or validators. If changes are needed regarding who is assigned to these roles, refer to Point 3 (Completing the Experience Catalogue Co-Curricular Experiences Information Form) to learn how to submit the desired changes.

3. **Completing the Experience Catalogue Co-Curricular Experiences Information Form.** This form is to be completed by all activity owners at least once every academic year, before April 30th, 11:59 pm. This is to ensure that information on the Experience Catalogue is up to date. If an activity owner submitted a response to this earlier in the academic year because of required changes, they will not need to submit another response.
https://forms.office.com/r/jSS8HrqFk2

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The responsibilities of the Validator(s) are outlined below:

1. **Ensuring that participating students request for the experience and position to be added on their Experience Record**. Students must submit their requests by April 30th, 11:59 pm of every academic year.

2. **Reviewing and validating 'Pending' requests from students after completion of participation**. These requests can be found on the Validator Homepage on UMConnect. All requests within the academic year (May 1st – April 30th) must be validated by the May 31st, 11:59 pm after that academic year.

Note: Experiences can be removed from the Experience Catalogue without notice at the sole discretion of the Vice-Provost (Students).

What happens if the experience is approved under one of the Experiential Learning typologies?

Approved Experiential Learning opportunities will be added to the Experience Catalogue under one of the Experiential Learning typologies and can be added to students' Experience Records going forward.

The responsibilities of the Activity Owner are outlined below:

1. **Reviewing the experience and position descriptions yearly**. These descriptions are available on the Activity Owner Homepage on UMConnect. If changes are needed regarding the descriptions, refer to Point 2 (Completing the Experience Catalogue Co-Curricular Experiences Information Form) to learn how to submit the desired changes. Changes may be subject to review by the Experience Record Campus Committee.

2. **Completing the Experience Catalogue Co-Curricular Experiences Information Form.** This form is to be completed by all activity owners at least once every academic year, before April 30th, 11:59 pm. This is to ensure that information on the Experience Catalogue is up to date. If an activity owner submitted a response to this earlier in the academic year because of required changes, they will not need to submit another response.
https://forms.office.com/r/jSS8HrqFk2

3. **Sending the list of students who are set to receive recognition for participating in the experience.** This list must be sent to the Experiential Learning Partnerships office (ExperienceRecord@umanitoba.ca) at the end of the experience.

Note: Experiences can be removed from the Experience Catalogue without notice at the sole discretion of the Vice-Provost (Students).

What happens if the application needs revision?

The ERCC may determine that additional information is required from the applicant. This may be because the information submitted is incomplete, or the application fails to outline how a part of the criteria is met. The applicant will receive specific feedback on what additional required information is needed and how to edit their application. The applicant can then edit their application by sending their revision to ExperienceRecord@umanitoba.ca, taking into consideration the feedback received. Once the revised application is received, it will be reviewed at the subsequent ERCC meeting.

What happens if the application is rejected?

The applicant will be notified of this decision including an explanation as to why the application was rejected.

Appendix I: Application Form Questions

1. Applicant Information
   a. Submitter Name
   b. Submitter Email Address
2. Experience Information
   a. Experience / Program Name
   b. URL / Social Media handle where students can learn more about the experience.
   c. 2-3 sentence narrative description of the experience / program
   d. Where does the experience / program take place?
   e. How is this experience affiliated with the University of Manitoba? (faculty, department, or administrative unit; UMSU; or UMGSA)
   f. Was this position previously recognized in the Co-Curricular Record?
3. Position Information *(need to be filled for each position within the experience)*
   a. Position title
   b. # of hours required
   c. 2-3 sentence narrative description of the position
   d. How can students participate in this position
   e. Which competencies do you experience participants to develop
   f. **(optional)** Experiential Learning questions – answer the following questions if you would like this position to be considered as Experiential Learning
      i. What type(s) of Experiential Learning does the position contain?
      ii. Please outline how students will develop the selected competencies above.
      iii. Please outline how students can reflect on their development through this position?
      iv. Who ensures that learning and reflection take place?

Appendix II: Approval Criteria

What are the criteria for a program to be recognized under Student Involvement or Experiential Learning?

For an experience to be recognized under **Student Involvement**:

1. Programs must **not** be for academic credit (e.g. the experience is not part of a class / a requirement for a course),

2. The experience must be affiliated with or under the direction of a University of Manitoba Faculty, Department or administrative unit; UMSU; or GSA.

3. The experience and the positions within it must have clear descriptions and offer an opportunity for students to gain and/or develop specific competencies (for specific competencies and their definition, please refer to Appendix III: University of Manitoba Competency Framework).

For an experience to be institutionally recognized as an **Experiential Learning** opportunity, it must meet each of the six criteria of Experiential Learning. To see this list, please visit this link: https://umanitoba.ca/academics/experiential-learning#what-is-experiential-learning

Appendix III

UM Competencies Framework Overview

Introduction

The UM Competencies Framework was designed to help students identify and articulate the competencies (knowledge, skills, and dispositions) they acquire throughout their education. The framework is strengths-based and uses language to help students intentionally guide their learning, and gain insight into and reflect on their abilities. These competencies can be developed and applied in different areas of work and life over a lifespan. The framework presents possibilities and potential, not an expectation that students must excel in every area. Students are encouraged to choose and develop competencies in a way that matches their strengths, goals, and contexts.

The Competencies Framework was also developed for use by faculty, instructors, and staff as a means to intentionally integrate competency development within courses and other learning experiences. The structure and language of the framework can support the creation of learning outcomes, activities, and assessments to provide transparent competency development expectations for students. It can also be used by advising and career staff to engage students early and often in competency development, self-reflection, and self-assessment and support conversations around student choices and transitions.

Four Stages of Competency Development

Competency development is an active process, and there are four stages that represent milestones in acquiring increased confidence and capability in demonstrating a competency. The stages are:

Exploring: The stage where a learner demonstrates knowledge of common indicators and begins to apply the concepts through taking risks, learning from mistakes and successes, and incorporating feedback.

Expanding: The stage where a learner intentionally practices common indicators across a variety of situations and contexts.

Integrating: The stage where a learner consistently and capably applies, adapts, and experiments with the competency and is recognized as a resource for others. Note that **Competence** is recognized at the Integrating stage.

Advancing: The stage where a learner models strategic and innovative application of the competency in complex situations and contexts. They may also coach and mentor to support the growth of others at a personal, community or organizational level.

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The active language of these stages reminds the learner that development is based on continual practice. The separation of development into four stages provides a framework to support point-in-time reflection and goals for growth.

The stages are also presented in a cycle, in recognition that competence will fluctuate over time and through different contexts. Taken together, this framework is a reminder that competence is active, ongoing, and fluid, not a state one permanently achieves.
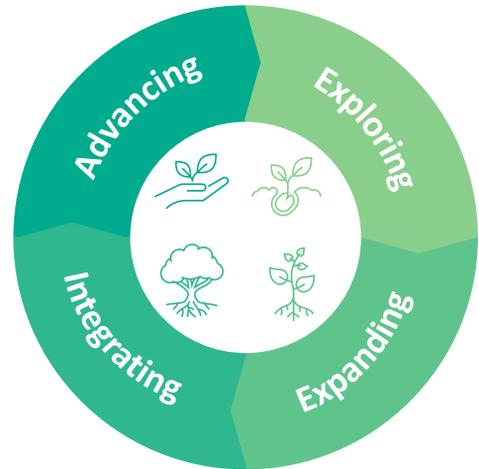
Competency Areas & Categories

The framework is comprised of **45 competency areas ("competencies")** grouped into 9 categories. The competencies and categories are intended to be reflective of diverse worldviews and inclusive of the values of the university community related to equity, diversity, and inclusion, and of a commitment to Indigenous truth, reconciliation, and resurgence. Concerted efforts were made to ensure the framework aligns with labour market information tools produced by Employment and Social Development Canada, so students can easily see linkages to occupational outcomes.

Individual competencies are defined as "a related combination of knowledge, skills and dispositions that are developed throughout one's life, and applied and transferred between various contexts" and they fall into the following categories:

Communication | Collaboration | Social Responsibility
Commitment to Truth, Healing, Reconciliation and Resurgence with Indigenous Peoples
Cognitive Skills | Technological Skills | Personal Growth | Self-Leadership | Leadership Practices

These 45 competencies aim to be:

- Applicable to and inclusive of all students.
- Demonstrable, with a progression of development.
- Relevant in and transferrable to a variety of contexts, including at home, at work, in community, and in education and training.
- Broader than a standalone skill, item of knowledge, or personal characteristic.
- Non-discipline specific.
- Recognized as desirable for the future of work, social progress, and personal development and well-being.
- Unique and distinct from other competencies, while recognizing that there is an interrelationship between many of the competency areas.

UM Competencies & Competency Categories

Category	Competency Area	Definition
Communication Communication involves interacting with others in multiple ways and through multiple mediums, allowing for a message to be received, expressed, negotiated, and understood. Communication includes understanding personal and diverse perspectives within societal and cultural contexts. It is fundamental to connecting with others, sharing ideas and emotions, expressing individuality, and developing a sense of belonging.	Attentive Listening	Gives full attention to what others are saying, considers non-verbal indicators, takes time and asks meaningful questions to deepen understanding, and allows others to complete their thoughts.
	Verbal Communication	Exchanges and conveys information, both verbally and non-verbally, to express oneself and build understanding either in-person or across multiple platforms.
	Written Communication	Communicates information and expresses ideas through text in a clear manner for the intended audience.
	Presenting and Facilitating	Uses appropriate interpersonal styles and methods to guide others during meetings, presentations, or gatherings by directing the flow of the discussion, fostering interaction, and keeping the group focused and engaged.
	Multilingualism	Uses, switches between, and/or combines multiple languages to contribute to understanding, further ongoing dialogue, and deepen connections.
Collaboration Collaboration involves building and maintaining relationships and proactively seeking and valuing diverse viewpoints, opinions, ideas, and expertise. It necessitates the intentional sharing of responsibilities to transform individual ideas and strengths into collective action to accomplish common goals and solve complex problems.	Teamwork	Works co-operatively with others toward a common purpose by participating and/or leading in ways that respect the needs and contributions of others, sharing the work, and drawing on individual strengths.
	Empathy	Perceives and understands the emotions of others and responds in constructive ways.
	Managing Conflict	Recognizes symptoms of conflict and tactfully makes space for differing views, allowing constructive solutions to be reached. Helps self and others through emotional or tense situations.
	Innovation	Applies and experiments with unique ideas, concepts, and approaches to address a problem, issue, or question through collaborative iterations.
	Managing Projects and Work Plans	Negotiates with group members to identify roles, expectations, and commitments. Participates in the process of managing, monitoring, and adjusting timelines, resources, and outcomes.
Social Responsibility	Anti-Oppression	Recognizes and challenges how power is used to create systems of oppression, and takes

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Social responsibility involves individuals engaging and working toward a more just, compassionate, and sustainable world. It necessitates reflection, inclusion of diverse perspectives, humility, and recognition of positionality, to foster ethical and collective actions that make a positive impact.		appropriate action to reimagine power structures and resource distribution to address barriers to self-determination, representation, and access.
	Ethical Action	Demonstrates consistency between words and behaviours, and a commitment to personal accountability. Admits mistakes, accepts the consequences of one's own actions, and adjusts behaviours based on new knowledge.
	Inclusion and Access	Takes action to learn about and respectfully integrate multiple ways of knowing, being, and doing into practices, and identifies and works to remove barriers to support the full and equitable participation and leadership of diverse individuals and groups.
	Community Engagement	Builds and takes care of relationships within one's own communities, across communities, and in solidarity with other communities, in order to support community-determined visions and goals.
	Global Citizenship	Recognizes global interconnectedness, contributes to actions to make the world more equitable and sustainable, and encourages and engages in collective responsibility for the impacts of colonialism and unsustainable ways of living.
Commitment to Truth, Healing, Reconciliation, and Resurgence with Indigenous Peoples Commitment to Truth, Healing, Reconciliation, and Resurgence with Indigenous Peoples of Turtle Island is about building and fostering relationships with Indigenous Peoples by supporting the resurgence of Indigenous ways of knowing, being, teaching, speaking, and doing, including learning on and from the land. This involves taking personal responsibility to disrupt colonialism, racism, and bias in oneself, others, and systems, and support and	Developing Indigenous Cultural Literacy	Comprehends the diversity of values, traditions, and belief systems among Indigenous Peoples and Nations, and makes and maintains spaces where Indigenous cultural practices and ways of teaching and learning are welcomed.
	Addressing Colonial Impacts	Deepens personal understanding of the history of Indigenous Peoples and intergenerational impacts of colonialism across Turtle Island by engaging with and hearing truths from varied Indigenous perspectives and sources. Contributes to community healing by disrupting colonial structures and interrupting stereotypes and biases in oneself and others.
	Respecting Indigenous Ceremony and Cultural Protocols	Learns about the importance of ceremony and cultural protocols from diverse Indigenous voices. Demonstrates respect by resourcing, making space for, and following appropriate protocols and teachings when engaging with different Indigenous communities and groups.
	Living Relationality	Recognizes the interrelatedness of all beings, animate and inanimate, across past, present,

respect Indigenous Peoples in reclaiming and revitalizing diverse Indigenous languages, cultures, and worldviews. *In this framework, Indigenous refers to First Nations, Métis, and Inuit peoples.*		and future generations. Fosters reciprocal relationships that are intrinsically valuable and perpetually renewed by maintaining and nurturing balance, health, and connection with one's relations.
	Preserving and Reclaiming Indigenous Languages	Recognizes and demonstrates respect for the importance of Indigenous languages as a vital aspect of Indigenous cultures, spiritualities, knowledge systems, and worldviews. Commits to learning the meaning, context, and use of Indigenous languages in culturally appropriate ways, and supports and resources Indigenous Peoples to reclaim, revitalize, maintain, strengthen, and transmit languages.
Cognitive Skills Cognitive skills are mental processes used to explore and interact with knowledge, information, and imagination to generate and express ideas, reflect on outcomes, solve problems, and develop original concepts and deeper understandings. They are core skills used to better understand the world and the ways you think and learn.	Creativity	Explores or experiments with ideas, materials, or processes through thinking, reacting, and working in imaginative ways to express original concepts, works, and possibilities.
	Critical Thinking	Considers multiple perspectives and challenges assumptions by identifying, analyzing, and evaluating worldviews, frameworks, positionalities, situations, ideas, artifacts, and information before determining a conclusion.
	Problem Solving	Designs, develops, and implements strategies to address problems by asking relevant questions, identifying root causes, gathering facts, and assessing potential and real impacts.
	Decision Making	Takes responsibility for making sound and timely decisions based on short- and long-term impacts and analysis of information from a variety of sources and perspectives.
	Metacognition	Recognizes one's thinking patterns and develops practices to regulate and refine one's learning and use of cognitive skills.
Technological Skills Technological skills involve the ability to interact with and adapt to changes in technologies and how they are used to make meaning from complex information, solve problems, tell stories, inform decisions, and secure our digital identity and data.	Technological Agility	Adopts new technologies and navigates technological change to effectively communicate, problem solve, and complete tasks.
	Digital Information Fluency	Evaluates the source, accuracy, and influence of personal and algorithmic biases on digital information/media and selects appropriate digital resources.
	Data Literacy	Breaks down complex information and data presented through words, numbers, symbols, and graphics to make meaning, communicate, solve problems, and inform decision making.

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	Digital Presence Management	Actively considers the impacts and implications of action before adding to one's digital footprint. Promotes ethical behaviours, and appropriately acts upon unsafe digital situations to secure identities, systems, and data.
	Digital Content Creation and Design	Synthesizes data into meaningful information and uses effective digital design and mediums to enhance the communication of information and ideas. Recognizes the impact of digital content on people and society and demonstrates human-centred and ethical practices.
Personal Growth Personal growth involves learning, understanding, and reflecting about oneself and taking action to maintain and further one's well-being. It is a lifelong, nonlinear, and intentional progression that builds from adversity and success.	Curiosity	Demonstrates open-mindedness, inquisitiveness, and an authentic interest in what others have to share. Pursues knowledge and insight through asking meaningful questions of self and others.
	Resilience	Demonstrates realistic optimism in engaging with challenges, discomfort, and transitions. Bounces back from adversity by maintaining healthy boundaries and focusing on what can be learned and gained from experiences within or outside of one's control.
	Lifelong Learning	Pursues and persists in learning with the aim of enhancing performance, growing personally or professionally, overcoming obstacles, or meeting goals.
	Well-Being	Takes time to reflect and respond to the emotional, physical, social, and spiritual aspects of living, to promote a sense of fulfilment, purpose, and alignment.
	Career Development	Explores and identifies interests, values, talents, strengths, and skills, and integrates information, opportunities, and expertise to manage transitions and plan for and pursue learning, life, and work goals.
Self-Leadership Self-leadership is the ability to manage one's behaviors, thoughts, and emotions in an intentional and productive way, and to take responsibility for choosing one's actions and reactions.	Self-Awareness	Accurately assesses one's emotions, beliefs, values, motivations, positionalities, biases, behaviours, strengths, and areas of growth. Learns from feedback and past experiences to develop personal insight.
	Self-Regulation	Monitors and manages one's emotions, impulses, and thoughts to choose behaviours that are well-matched to one's circumstances and goals.
	Initiative	Independently seeks out and recognizes existing or possible opportunities and challenges,

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		evaluating personal expertise and context to propose or take appropriate action.
	Adaptability	Demonstrates flexibility to change one's actions, approaches, plans, methods, goals, or perspectives in response to new information, differing views, or unforeseen circumstances.
	Time Management and Prioritization	Sets and negotiates priorities, allocates time effectively, and engages in effective work habits to accomplish personal or professional goals.
Leadership Practices Leadership practices are deliberate, values-driven, and collaboration-building actions that draw on other relevant Competency Areas, experience, and expertise to achieve a common purpose. People demonstrate formal and informal leadership in different contexts by persevering through challenges and modelling consistent behaviours that align with personal, team, or organizational responsibilities. *In this framework, Leadership Practices refer to practices specific to leading others, without representing all the competencies that an individual leader needs.*	Articulating Vision and Strategy	Champions the shared vision and values of the team or organization and aligns goals and tactics to team or organizational strengths and opportunities. Communicates common purpose by linking vision and values with priorities, strategies, and daily work.
	Cultivating Safety, Trust, and Collaboration	Acts consistently to co-create an environment where others openly contribute ideas, ask constructive questions, and take risks. Finds opportunities to develop team relationships that bridge different and disparate values and include positive regard, shared accountability, knowledge exchange, and proactive problem solving.
	Coaching, Mentoring, and Advising	Provides guidance, feedback, and alternative perspectives to promote personal development, self-efficacy, and goal achievement. Supports others in rebuilding from challenges and recognizing and celebrating strengths and successes.
	Intentional Advocacy	Uses knowledge, resources, and/or positionality to influence positive change and commitment to action. Encourages others to respond productively to opportunities and challenges, identify potential solutions, or contribute resources.
	Mobilizing People and Resources	Ensures individuals, teams, or organizations have the resources needed to succeed by aligning people, processes, and resources to the goals of the team or organization. Recognizes the autonomy of others to make decisions and deliver on outcomes using diverse strengths and methods. Promotes collaboration, innovation, and responsiveness to change within and across teams.

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