

## **Co-Curricular Student User Guide**



Updated: June 11, 2024

### **Co-Curricular Record Student User Guide**

\*Please note you must use Google Chrome of Firefox as your internet browser.

### **Table of Contents**

Mv Career Hub Login	
Adding a Co-Curricular Activity to Your Experiential Record	
Completing the Activity and Submitting a Request for Validation	
Removing a Co-Curricular Activity from Your Experiential Record	
Publishing Your Student Experiential Record (formally Co-Curricular Record)	
Appealing a Validator's Decision	8
Appendix A – SAIT Capability Framework	9
Appendix B – Suggesting a New Co-Curricular Activity	11
······································	

#### My Career Hub Login

Go to mycareerhub.sait.ca

- Click on the 'Students' button on the top of home page.
- Select 'Student Login' from the dropdown menu.
- Use your SAIT email address and password to login.

#### If you've forgotten your password, please contact <a href="mailto:student.employment@sait.ca">student.employment@sait.ca</a>

#### Adding a Co-Curricular Activity to Your Experiential Record

	НОМЕ		
	You are currently logged in as Test2 Student	← Back to Overview Test2 Student	
	Dashboard	Co-Curricular Activities Created: May 17, 2021 and Updated Jun 16, 2022	
	Job Postings	Student Add a position to My Record	
1	CO-CURRICULAR		
	RECORD		,
2	Co-Curricular Directory	IMPORTANT THINGS TO NOTE:	4
	a second de la constante de la		
	Appointments	All positions <i>must</i> include a selection of 1 - 5 competencies     All positions <i>must</i> be added to your profile by <b>August 15</b> .	
	Appointments Experiential Education	<ul> <li>All positions must include a selection of 1 - 5 competencies</li> <li>All positions must be added to your profile by August 15.</li> <li>You can select which activities you'd like to show on your printed record by selecting the "publish on record" checkbox</li> <li>You can view the most recent user quide bare</li> </ul>	
	Appointments Experiential Education Events & Workshops	<ul> <li>Air positions must include a selection of 1 - 5 competencies</li> <li>All positions must be added to your profile by August 15.</li> <li>You can select which activities you'd like to show on your printed record by selecting the "publish on record" checkbox</li> <li>You can view the most recent user guide here</li> </ul>	
	Appointments Experiential Education Events & Workshops Resources	<ul> <li>Air positions must include a selection of 1 - 3 competencies</li> <li>All positions must be added to your profile by August 15.</li> <li>You can select which activities you'd like to show on your printed record by selecting the "publish on record" checkbox</li> <li>You can view the most recent user guide here</li> <li>Please email student.employment@sait.ca if you have any questions</li> </ul>	
	Appointments Experiential Education Events & Workshops Resources SAIT Industry Mentorship	<ul> <li>All positions must include a selection of 1-3 competencies</li> <li>All positions must be added to your profile by August 15.</li> <li>You can select which activities you'd like to show on your printed record by selecting the "publish on record" checkbox</li> <li>You can view the most recent user guide here</li> <li>Please email student.employment@sait.ca if you have any questions</li> </ul>	

- **1.** Select "Co-Curricular" from the left-hand side to view the dashboard
- You can search for your activities via the "Co-Curricular Directory" this includes searching by keywords.
   Note: if you select the heart icon it will appear in your "saved opportunities".

You are currently logged in as	Co-Curricular A	Activities			
Test2 Student					
Dashboard					
Job Postings 🗸 🗸					
CO-CURRICULAR					
Record					
CO-CURRICULAR DIRECTORY					
Appointments					
Experiential Education 🗸					
Events & Workshops	View my saved opportunities 🗸				Search for keyword in title
Resources ~					
SAIT Industry Mentorship	119 total opportunities found.				
				and the second second	
	SAIT Supply Chain Management Club	Healthease Interpreter classification	13	100 × 100	11 A 11
	(SCMC)	CIUB - HIPE	Art of Friendship	SAIT Beekeeping Club Organizers	How to Change the World
	Student Clubs	Student Clubs	Academic	Student Clubs	Academic
	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular	Co-Curricular
	SAIT Supply Chain Management Club	Healthcare Interprofessional Education	In collaboration with CMHA's Recovery	Executive Members of SAIT	The School for Advanced Digital
	(SCINC)	awareness of the importance of	offer The Art of Friendship workshop	Beekeeping Club	Change the World this semester to
	$\heartsuit$	$\heartsuit$	$\heartsuit$	$\heartsuit$	$\heartsuit$
			and the second second	A CONTRACTOR OF	
			Centre for Innovation and Research into		

**3.** You can add a position to your record by searching for the activity/position name or conducting a narrow search – it's recommended to use activity/position name if you don't know full details.

	h			K Back to My Co-Curricular Record
	You can search for an activity or position by	typing in the name. Search starts once you have typed in at least 3 letters/hur Activity or Position Name	mbars and will display the most relevant results. Select one to view the detail.	
Navigate through the selection	in boxes to narrow down your results.			
Period	Category	Department	Activity	
Period 2020 - 2021	Category	Department	Activity	
Period 2020 - 2021	Category	Department	Activity	
Period 2020 - 2021	Category	Department	Activity	
Period 2020 - 2021	Category	Department	Activity	

- 4. You can view important information or updates.
- **5.** Select the circle action button (bottom right corner) to also search for your activity or add a position to your record.

Once you've selected an activity, the positions associated with that activity will populate at the bottom of the screen. From here you can view the activity overview and/or the position or add it directly to your record.

Positions Found: (1)							
Period	Activity	1	Position	Position Status	Student Visibility		
2020 - 2021	Professional Mentorship Mentee- School of Business		Mentee	Approved	Active	View Position	Add to record

Each **activity** overview will include:

- Description of the activity
- Minimum requirements to be involved
- Minimum hours per semester
- How to sign up for the activity
- If there is a cost involved

Each **position** overview will include:

• Detailed position description and responsibilities

If you view the activity/position first, click on the "Add Position to my Co-Curricular Record" button to add to your profile.

Position - Mentee - Profess	sional Mentorship Mentee- School of Business	K Back to Activity	K Back to My Co-Curricular Record
Position Info		Add Position To My Co-Curricular	Record
Time Period :	2020 - 2021		
Category :	Mentorship		
Department :	School of Business		
Position Details			
Position Details *Position Title (Positions within the CCR	Mentee		
participant, volunteer, etc.)			
*Position Description (Responsibilities or requirements for the position)	Through support of the mentor, learn more about business, professionalism and prospects of careers.		
*Include in the Directory	Yes		

# Please note if an activity you are part of does not appear on the list, please see Appendix B for instructions on how to suggest new activities.

You can choose your capabilities now (only 1 to 5 may be selected), or you can wait until you've completed the activity and have reflected on the experience. For a full list of the capabilities listed in SAIT's Capability Framework and their definitions refer to Appendix A.

To choose your capabilities, click on the drop down next to your chosen capability and change it to "achieved" then **scroll to the bottom of the page to save changes**. If you select the wrong position, you can click on the circle action button to remove the position from your record.

ecord Position Details: Te	st3 Student		< Overview
Position:	Mentee		
Activity:	Professional Mentorship Mentee- Schoo	l of Business	
Record Position Status:	Pending		
Category:	Mentorship		
Department:	School of Business		
Time Period:	2020 - 2021		
Add Reflection			
COMPETENCIES			
Competencies			
Unselected Competencies			
Professionalism	_		
		Achieved 🗸	
		/2	
Critical Thinking & Problem Solving			
	-	- Select 🗸	

#### Completing the Activity and Submitting a Request for Validation

Once you've completed the activity, log into <u>My Career Hub</u>, and select "Co-Curricular Recognition" from the side menu. From here you can complete your record by choosing your capabilities (if you haven't done so already), submit your reflective response and submit your position/s for validation.

Use the pencil icon to edit. It will also show if your capabilities have been selected and saved.

	SUMMARY
	1 Pending
Mentee	1 Needs Competency
Professional method ship methoes School of Business	1 Needs Reflection
Through support of the mentor, learn more about business, professionalism and prospects of careers.	
0 Competencies 55	

# Reflections AND Capabilities <u>must</u>be selected before submitting your Experiential Record for validation on or before August 15.

Once you've chosen your capabilities, you can enter your reflection in the text boxes below. To be eligible for Co-Curricular credit, students must submit answers to all three reflective questions. Students are expected to reflect and think critically on their experiences within that activity. Students should write approximately 100 – 250 words per reflective statement.

The questions are:

- What were your goals upon entering this position? How did you achieve them, and what was the outcome?
- How does this experience connect to your academic, professional, and/or personal development?
- How will you apply what you have learned in the future?

Click on the circle action button and "add reflection" or click on the pencil (edit) icon mentioned above. Enter your answers to the reflection questions in the text box provided and click "Save".

REFLECTION

* How did you achieve these and what did you learn?	
	4
* How will this experience and these competencies help you in the future?	
	4

Save

Your completed record and request for validation will now be submitted to the validator. Once the validator has reviewed your submission, they'll approve or decline your request and you'll be notified through your My Career Hub dashboard and/or sent an email. You'll be contacted for more information if declined.

Please note validators have until August 31 to complete the validation process. Until the validator has gone in and approved your request your CCR activity will show as "pending".

#### Removing a Co-Curricular Activity from Your Experiential Record

If you haven't been able to complete an activity, or added an activity by mistake, you can easily remove it.

Click on the pencil (edit) icon on the activity you wish to remove. Then select the circle action button at the bottom of the screen and select "remove position from student record".

#### Publishing Your Student Experiential Record (formally Co-Curricular Record)

Once your co-curricular activity/activities have been approved by the validator you'll be able to share your Student Experiential Record.

- On your My Career Hub homepage you will go to the Student Experiential Record tab.
- Make sure the "publish on record" box is ticked for all positions you want to include.



Click on the circle action button and select "View Experiential Transcript".



Your published experiences will show as cards and you can share them directly to LinkedIn, via email or copy the link to

AC.6.3.1: Schedule B

share with a potential employer.



You can use your co-curricular recognition to showcase the transferable skills and competencies you developed to potential employers.

#### **Appealing a Validator's Decision**

If your request for validation has been declined by the validator and you're unsatisfied with the decision you're able to appeal.

The first step is to discuss the decision with the validator. This can be done online, via phone or email.

If after discussing with the validator, you're still not satisfied with the outcome of the discussion or if you're unable to contact the validator, you must email <u>student.engagement@sait.ca</u> requesting a review of the decision. You must email within 15 business days of the validator initially declining your submission.

The review may be way of an online meeting, by e-mail or by other form of communication. If the manager of the Office of Student Engagement determines that the appeal requires a formal online meeting with the student, the student is entitled to bring the Saitsa Manager of Student Experience or designate, to the meeting for advice and support; in general, however, only the student can speak on the student's behalf. The validator will usually be present at this meeting.

After the review has been completed, the Office of Student Engagement will inform you of their decision.

## Appendix A – CCR Capabilities (SAIT Capability Framework)

Creativity       0       Cultivates and respects other ways of knowing and thinking         0       Uses resources in unspected ways; navigates scarcity         0       Demonstrates a growth mindset         0       Demonstrates digital innovation with a digital skillset         0       Uses design thinking         0       Offers suggestons to improve the way things are done         0       Antionoldeges underried results/failure as a learning opportunity         0       Builds and scales ideas         Critical Thinking       0         0       Has digital and information literacy skills (an recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)         0       Considers diverse local and global experiences and points of view         0       Bounds and scales ideas         0       Considers diverse local and global experiences and points of view         0       Consortstates willing-reasoned, evidence-information effectively         0       Raises vital questions and problems, formulating them clearly and precisely         0       Communicates effectively with alternative systems of thought, recognizing and assessing, as needs be, their assumptons, biases, implicators, and properties mode properiods an environment of trust         0       Communicates effectively with alternative systems of thought, recognizing and assessing, as	Capabilities	Examples of skills, attitudes and behaviours
e) Uses resources in unexpected ways; navigates scarcity           e) Demonstrates a guidal innovation with a digital skillset           e) Be design thinking           e) Challenges assumptions           e) Offers suggestions to improve the way things are done           e) Acknowledges underside results/failure as a learning opportunity           e) Builds and scales ideas           Critical Thinking           e) Has digital and information literacy skills (can recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)           c) considers diverse local and global experiences and points of view           e) Benonstrates willingness to change ideas or perceptions based on new information or contrary evidence           Synthesizes and integrets information           e) Considers diverse local and global experiences and points of view           e) Bands stid questions and problems, formulating them clearly and precisely           e) Communicates efficiently within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences           e) Communicates efficiently within discust community           e) Morks across cultural boundaries; engages in open, appropriate and effective interactions across cultures           e) Concurrage equity, diversity, individues and antipative community           e) Bunderstaba din direculturual issues           e) D	Creativity	<ul> <li>Cultivates and respects other ways of knowing and thinking</li> </ul>
o       Demonstrates a growth mindset         o       Is adaptable         o       Demonstrates digital innovation with a digital skillset         uses design thinking       Challenges assumptions         o       Offers suggestions to improve the way things are done         Acknowledges undersider results/failures as ilearning opportunity       Euklas and scales ideas         Critical Thinking       O         a       Builds and scales ideas         Critical Thinking       O         a       Has digital and information literacy skills (an recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)         c       Considers diverse local and global experiences and points of view         b       Demonstrates willingerss to change ideas or perceptions based on new information or contrary evidence         c       Synthesizes and interprets information effectively         a       Raises vital questions and problems, formulating them clearly and precisely         a       Communicates effectively with others in figuring out solutions to complex problems.         c       Communicates effectively with others in figuring out solutions to and problems.         c       Communicates effectively with others in figuring out solutions to complex problems         c       Communicates effectively with others in figuring out s		<ul> <li>Uses resources in unexpected ways; navigates scarcity</li> </ul>
c)       Is adaptable         c)       Demonstrates digital innovation with a digital skillset         c)       Uses design thinking         c)       Challenges assumptions         c)       Offers suggestions to improve the way things are done         c)       Acknowledges underied results/failure as a learning opportunity         b)       Builds and scales ideas         Critical Thinking       c)       Has digital and information literacy skills (can recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)         c)       Considers diverse local and global experiences and points of view         c)       Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence         c)       Synthesizes and interprets information         c)       Considers diverse locasoned, evidence: informed conclusions and solutions to problems, testing them against relevant criteria and standards         c)       Thinks open-minidedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, blaces, implications, and practical consequences         c)       Communicates effectively with others in figuring out solutions to complex problems         Critizenship       Appreciates the perspectives and worldwisers of thought, recognizing and assessing, as needs be, their assumptions, blaces quoutbla in andice respectina blaces and volutive intera		<ul> <li>Demonstrates a growth mindset</li> </ul>
		o Is adaptable
<ul> <li>Uses design thinking</li> <li>Challenges assumptions</li> <li>Offers suggestions to improve the way things are done</li> <li>Acknowledges undesired results/failure as a learning opportunity</li> <li>Builds and scales ideas</li> </ul> Critical Thinking <ul> <li>Has digital and information literacy skills (can recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)</li> <li>Considers diverse local and global experiences and points of view</li> <li>Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence</li> <li>Synthesizes and interprets information effectively</li> <li>Raises vital questions and problems, formulating them clearly and precisely</li> <li>Gathers and assesses relevant information and solutions to problems, testing them against relevant criteria and standards</li> <li>Thinks open-minidedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences</li> <li>Communicates effectively with others in figuring out solutions to complex problems</li> </ul> Citizenship <ul> <li>Omost vale - respectives and worldwises of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an indusive community</li> <li>Models equitable and inclusive behaviours; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsible, and</li></ul>		o Demonstrates digital innovation with a digital skillset
Challenges assumptions     Offers suggestions to improve the way things are done     Acknowledges undesired results/failure as a learning opportunity     Deluids and scales ideas     Critical Thinking     Acknowledges undesired results/failure as a learning opportunity     Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence     Synthesizes and interprets information iffectively     Raises vital questions and problems, formulating them clearly and precisely     Gathers and assesses relevant information     Cornes tore will-reasoned, evidence-informed conclusions and solutions to problems, testing them against     relevant criteria and standards     Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their     assumptions, biases, implications, and practical consequences     Communicates effectivel with others in figuring out solutions to complex problems     Citizenship     Appreciates the perspectives and worldviews of others     Citizenship     Appreciates the perspectives and worldviews of others     Demonstrates withing alternative systems of thought, recognizing and assessing, as needs be, their     assumptions, biases, implications, and practical consequences     Demonstrates withing and inclusive community     Models equitable and inclusive behaviours and mindeste and supports an environment of trust     Examines local (pobal, and intercutural issue     Demonstrates withip skills ("use esity, individuality and an inclusive community     Andels digital citications and actions (e.g., impact on others), and takes responsibility for the     outcome of decisions/actions     Understands how "historical events have an impact on today's decisions", and how our perceptions today     impact the "interpretation of historical and current events     Demonstrates wilding skills ("use as wing exploratory questions     Demonstrates wilding esito trans drow     Sees feedback from others to learn and grow     Engages in r		o Uses design thinking
Offers suggestions to improve the way things are done     Acknowledges undesired results/failure as a learning opportunity     Builds and scales ideas     Critical Thinking     Has digital and information Iteracy skills (can recognize an information need, access, evaluate and assess     information for truth, accuracy and relevance, and use it effectively and ethically)     Considers diverse local and global experiences and points of view     Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence     Synthesizes and interprets information effectively     Gathers and assesses relevant information effectively     Gathers and assesses relevant information and solutions to problems, testing them against     relevant criteria and standards     Thinks open-minidedly within alternative systems of thought, recognizing and assessing, as needs be, their     assumptions, biases, implications, and practical consequences     Ocmmunicates effectively with others in figuring out solutions to complex problems     Citizenship     Appreciates the perspectives and woldviews of others     Works across cultural boundaries, engages in open, appropriate and effective interactions across cultures     Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)     Acts for collective well-being and sustainable development     Has digital citizenship skills ("use digital technology and media in safe, responsible, and ethical ways     Takes external environment into account when developing strategies     Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the     outcome of decisions/actors     Pormotaes societal well-being amidst different conceptions of the public good     Cunosity     Seeks to understand by asking exploratory questions     Demonstrates eard environment to take informed rules     Pormotaes societal well-being amidst different conceptions of the public good     Cunos		o Challenges assumptions
Acknowledges undesired results/failure as a learning opportunity     Buids and scales ideas Critical Thinking Critical State State Critical Thinking Critical State State Critical State Critical State State Critical St		<ul> <li>Offers suggestions to improve the way things are done</li> </ul>
Builds and scales ideas           Critical Thinking <ul> <li>Has digital and information literacy skills (can recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)</li> <li>Considers diverse local and global experiences and points of view</li> <li>Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence</li> <li>Synthesizes and interprets information effectively</li> <li>Raises vital questions and problems, formulating them clearly and precisely</li> <li>Gathers and assesses relevant information</li> <li>Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards</li> <li>Thinks open-minidedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences</li> <li>Communicates effectively with athers in figuring out solutions to complex problems</li> </ul> <li>Citizenship</li> <li>OAppreciates the perspectives and worldviews of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior, "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital tech</li>		<ul> <li>Acknowledges undesired results/failure as a learning opportunity</li> </ul>
Critical Thinking <ul> <li>Has digital and information literacy skills (can recognize an information need, access, evaluate and assess information for truth, accuracy and relevance, and use it effectively and ethically)</li> <li>Considers diverse local and global experiences and points of view</li> <li>Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence</li> <li>Synthesizes and interprets information effectively</li> <li>Raises vital questions and problems, formulating them clearly and precisely</li> <li>Gathers and assesses relevant information</li> <li>Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards</li> <li>Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences</li> <li>Communicates effectively with others in figuring out solutions to complex problems</li> </ul> <li>Citizenship</li> <li>Appreciates the perspectives and worldviews of others</li> <li>Works across cultural boundaries; negages in open, appropriate and effective interactions across cultures estical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable developing strategies</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic) infractivelates ether and environment in the account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact</li>		o Builds and scales ideas
information for truth, accuracy and relevance, and use it effectively and ethically)         o       Considers diverse local and global experiences and points of view         Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence         Synthesizes and interprets information effectively         Raises vital questions and problems, formulating them clearly and precisely         Gathers and assesses relevant information         Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards         Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences         Ocomenuicates effectively with others in figuring out solutions to complex problems         Citizenship       Appreciates the perspectives and worldviews of others         Encourages equity, diversity, individuality and an inclusive community         Models equity, diversity, individuality and an inclusive community         Models equity, diversity, individuality and enclusive community         Acts for collective well-being and sustainable development         Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways         Takes external environment into account when developing strategies         Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisio	Critical Thinking	• Has digital and information literacy skills (can recognize an information need, access, evaluate and assess
<ul> <li>Considers diverse local and global experiences and points of view</li> <li>Demonstrates willingers to change ideas or perceptions based on new information or contrary evidence</li> <li>Synthesizes and interprets information effectively</li> <li>Raises vital questions and problems, formulating them clearly and precisely</li> <li>Gathers and assesses relevant informed conclusions and solutions to problems, testing them against relevant criteria and standards</li> <li>Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences</li> <li>Communicates effectively with others in figuring out solutions to complex problems</li> <li>Citizenship</li> <li>Appreciates the perspectives and worldviews of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and middest and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Had sigital citizenship skill; 'uses digital technology and media in safe, responsibile, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the imprime amids different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Seeks feedback from others to learn and grow</li> <li></li></ul>		information for truth, accuracy and relevance, and use it effectively and ethically)
o       Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence         Synthesizes and interprets information effectively       Raises vital questions and problems, formulating them clearly and precisely         Gathers and assesses relevant information       Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards         Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences         Communicates effectively with others in figuring out solutions to complex problems         Citizenship       Appreciates the perspectives and worldviews of others         Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures         Encourages equity, diversity, individuality and an inclusive community         Models equitable and inclusive behaviours and mindsets and supports an environment of trust         Examines local, global, and intercultural issues         Demonstrates ethical reasoning and respectful behavior: "upholds high moral standards at work (work ethic)         Actis for collective well-being and sustainable development         Has digital citizenship kills ("uses digital technology and media in safe, responsible, and takes responsibility for the outcome of decisions/actions         O Homostrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)         Seeks		<ul> <li>Considers diverse local and global experiences and points of view</li> </ul>
<ul> <li>Synthesizes and interprets information effectively</li> <li>Raises vital questions and problems, formulating them clearly and precisely</li> <li>Gathers and assesses relevant information</li> <li>Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards</li> <li>Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences</li> <li>Communicates effectively with others in figuring out solutions to complex problems</li> <li>Appreciates the perspectives and work/views of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Actts for collective well-being and sustainable developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curtosity</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and and problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains obl</li></ul>		o Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence
<ul> <li>Raises vital questions and problems, formulating them clearly and precisely</li> <li>Gathers and assesses relevant information</li> <li>Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards</li> <li>Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences</li> <li>Communicates effectively with others in figuring out solutions to complex problems</li> <li>Citizenship</li> <li>Appreciates the perspectives and worldviews of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindests and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior, "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and</li></ul>		<ul> <li>Synthesizes and interprets information effectively</li> </ul>
o       Gathers and assesses relevant information         o       Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards         o       Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences         o       Communicates effectively with others in figuring out solutions to complex problems         Citizenship       O       Appreciates the perspectives and worldviews of others         o       Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures         o       Encourages equity, diversity, individuality and an inclusive community         o       Models equitable and inclusive behaviours and mindusets and supports an environment of trust         Examines local global, and intercultural issues       O         o       Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)         Acts for collective well-being and sustainable development       Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways         o       Takes external environment into account when developing strategies         o       Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions         o       Understands how "historical an		<ul> <li>Raises vital questions and problems, formulating them clearly and precisely</li> </ul>
•       Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against relevant criteria and standards         •       Thinks open-minidedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences         •       Communicates effectively with others in figuring out solutions to complex problems         Citizenship       •       Appreciates the perspectives and worldviews of others         •       Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures         •       Encourages equity, diversity, individuality and an inclusive community         •       Models equitable and inclusive behaviours and mindsets and supports an environment of trust         •       Examines local, global, and intercultural issues         •       Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)         •       Acts for collective well-being and sustainable development         •       Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways         •       Takes external environment into account when developing strategies         •       Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actoms         •       Understands how "historical events have an impact on today's decisions		o Gathers and assesses relevant information
relevant criteria and standards         • Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences         • Communicates effectively with others in figuring out solutions to complex problems         • Appreciates the perspectives and worldviews of others         • Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures         • Encourages equity, diversity, individuality and an inclusive community         • Models equitable and inclusive behaviours and mindsets and supports an environment of trust         • Examines local, global, and intercultural issues         • Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)         • Acts for collective well-being and sustainable development         • Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways         • Takes external environment into account when developing strategies         • Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions         • Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events         • Promotes societal well-being amidst different conceptions of the public good         Curiosity       Seeks to understand by asking exploratory questions		o Comes to well-reasoned, evidence-informed conclusions and solutions to problems, testing them against
o       Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, biases, implications, and practical consequences         o       Communicates effectively with others in figuring out solutions to complex problems         Citizenship       O       Appreciates the perspectives and worldviews of others         Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures       Encourages equity, diversity, individuality and an inclusive community         Models equitable and inclusive behaviours and mindsets and supports an environment of trust       Examines local, global, and intercultural issues         O       Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)         Acts for collective well-being and sustainable development       Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways         Takes external environment into account when developing strategies       Antricipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions         Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events         o       Promotes societal well-being amidst different conceptions of the public good         Curiosity       Seeks to understand by asking exploratory questions         0       Bemonstrates self-awareness by		relevant criteria and standards
assumptions, biases, implications, and practical consequences         o       Communicates effectively with others in figuring out solutions to complex problems         Citizenship <ul> <li>Appreciates the perspectives and worldviews of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> </ul> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Rec</li>		o Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their
o         Communicates effectively with others in figuring out solutions to complex problems           Citizenship         Appreciates the perspectives and worldviews of others           Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures           Encourages equity, diversity, individuality and an inclusive community           Models equitable and inclusive behaviours and mindsets and supports an environment of trust           Examines local, global, and intercultural issues           Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)           Acts for collective well-being and sustainable development           Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways           Takes external environment into account when developing strategies           Antricipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions           Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events           Promotes societal well-being amidst different conceptions of the public good           Curiosity         Seeks to understand by asking exploratory questions           Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)           Seeks feedback from others to learn and grow <t< th=""><th></th><th>assumptions, biases, implications, and practical consequences</th></t<>		assumptions, biases, implications, and practical consequences
Citizenship <ul> <li>Appreciates the perspectives and worldviews of others</li> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior, "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> </ul> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges convention</li>		<ul> <li>Communicates effectively with others in figuring out solutions to complex problems</li> </ul>
<ul> <li>Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures</li> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates and encourages divergent thinking</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (d</li></ul>	Citizenship	<ul> <li>Appreciates the perspectives and worldviews of others</li> </ul>
<ul> <li>Encourages equity, diversity, individuality and an inclusive community</li> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		• Works across cultural boundaries; engages in open, appropriate and effective interactions across cultures
<ul> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Encourages equity, diversity, individuality and an inclusive community</li> </ul>
<ul> <li>Examines local, global, and intercultural issues</li> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Models equitable and inclusive behaviours and mindsets and supports an environment of trust</li> </ul>
<ul> <li>Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)</li> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Examines local, global, and intercultural issues</li> </ul>
<ul> <li>Acts for collective well-being and sustainable development</li> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thiking</li> </ul>		• Demonstrates ethical reasoning and respectful behavior; "upholds high moral standards at work (work ethic)
<ul> <li>Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways</li> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Acts for collective well-being and sustainable development</li> </ul>
<ul> <li>Takes external environment into account when developing strategies</li> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		• Has digital citizenship skills ("uses digital technology and media in safe, responsible, and ethical ways
<ul> <li>Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the outcome of decisions/actions</li> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Takes external environment into account when developing strategies</li> </ul>
outcome of decisions/actions         o       Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events         o       Promotes societal well-being amidst different conceptions of the public good         Curiosity       o       Seeks to understand by asking exploratory questions         o       Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)         o       Seeks feedback from others to learn and grow         e       Engages in reflective practice and continuous learning         o       Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives         o       Constructively challenges conventional practices         o       Remains objective when listening to others' viewpoints; open-mindedness         o       Demonstrates a willingness to take informed risks         o       "Listens attentively when another person is voicing a point of view         o       "Copes effectively with change" (demonstrates resilience)         o       "Demonstrates and encourages divergent thinking		• Anticipates the implications of decisions and actions (e.g., impact on others), and takes responsibility for the
<ul> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today impact the "interpretation of historical and current events</li> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Constructes and encourages divergent thinking</li> </ul>		outcome of decisions/actions
impact the "interpretation of historical and current events         o       Promotes societal well-being amidst different conceptions of the public good         Curiosity       o       Seeks to understand by asking exploratory questions         o       Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)         o       Seeks feedback from others to learn and grow         e       Engages in reflective practice and continuous learning         o       Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives         o       Constructively challenges conventional practices         o       Remains objective when listening to others' viewpoints; open-mindedness         o       Demonstrates a willingness to take informed risks         o       "Listens attentively when another person is voicing a point of view         o       "Copes effectively with change" (demonstrates resilience)         o       "Copes and encourages divergent thinking         o       "Copes and encourages divergent thinking		<ul> <li>Understands how "historical events have an impact on today's decisions", and how our perceptions today</li> </ul>
<ul> <li>Promotes societal well-being amidst different conceptions of the public good</li> <li>Curiosity</li> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		impact the "interpretation of historical and current events
<ul> <li>Seeks to understand by asking exploratory questions</li> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Promotes societal well-being amidst different conceptions of the public good</li> </ul>
<ul> <li>Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or unconscious)</li> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>	Curiosity	<ul> <li>Seeks to understand by asking exploratory questions</li> </ul>
<ul> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Coals encertwrities to separat with a divergent space of acepta</li> </ul>		• Demonstrates self-awareness by questioning own internal thinking, dialogue and biases (conscious or
<ul> <li>Seeks feedback from others to learn and grow</li> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		
<ul> <li>Engages in reflective practice and continuous learning</li> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		• Seeks feedback from others to learn and grow
<ul> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to learning across fields of study, cultures, ideas and perspectives</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> </ul>		<ul> <li>Engages in reflective practice and continuous learning</li> </ul>
<ul> <li>Constructively challenges conventional practices</li> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Sealer experturities to connect with a diverge range of people</li> </ul>		<ul> <li>Recognizes that solutions to unstructured problems are complex and multidisciplinary in nature and is open to lograming percess fields of study, sultures, ideas and perceptions.</li> </ul>
<ul> <li>Constructively challenges conventional practices</li> <li>Remains objective when listening to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Seeks expectively with a divergent range of people</li> </ul>		learning across neids of study, cultures, lueas and perspectives
<ul> <li>Remains objective when isterning to others' viewpoints; open-mindedness</li> <li>Demonstrates a willingness to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Seeks expectively with a divergent range of people</li> </ul>		Constructively challenges conventional practices
<ul> <li>Demonstrates a winnighess to take informed risks</li> <li>"Listens attentively when another person is voicing a point of view</li> <li>"Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Seales expectively with a divergent range of people</li> </ul>		Remains objective when insteming to others' viewpoints; open-minuedness
<ul> <li>Copes effectively with change" (demonstrates resilience)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Seales apparturities to connect with a diverge range of people</li> </ul>		Jernonsulates a willingness to take informed fisks     "Lictors attentively when another percentic version a point of view
<ul> <li>Copes enectively with change (demonstrates resilence)</li> <li>"Demonstrates and encourages divergent thinking</li> <li>"Coples energy with a diverge range of people</li> </ul>		Const offectively with chapter' (domonstrates resilience)
"Coole apportunities to connect with a diverse range of people		Copes enectively with change (demonstrates resilience)     "Demonstrates and encourages divergent thinking
		Seeks opportunities to connect with a diverse range of people

Connection	0	Demonstrates empathy – putting yourself in another's shoes
	0	Shows social intelligence (understands "interpersonal dynamics and behavioral impacts of human interactions
	0	Shows emotional intelligence (perceives, understands, uses, and manages emotions in positive ways to
		communicate, empathize, and overcome challenges)
	0	Engages and communicates effectively with others across cultures, abilities, and generations (and other
		differences) using verbal, written and digital means
	0	Builds relationships and teams through trust, transparency, alignment and empowerment
	0	Contributes to a safe team environment including psychological safety
	0	Collaborates with others to achieve common objectives as part of a growth mindset
	0	Takes initiative and sees projects/work tasks through; dependable and responsible
	0	Is adept at adapting and flexing to meet the needs of others (e.g. customer service); demonstrates "desire to
		help or serve others, to meet their needs

#### Appendix B – Suggesting a New Co-Curricular Activity

If you're involved in an activity you believe is eligible for CCR as per the requirements outlined in procedure AC.6.3.1 Co-Curricular Recognition, you can <u>submit a request</u> to have your activity reviewed by the Office of Student Engagement.

Please note:

- You must provide a brief description of the activity.
- Include instructions on how students can join the activity (i.e. Is it invite only? Do students have to sign up? etc.).
- Please list all of the positions that are part of this activity (i.e. President, VP, General Member, etc.) and include a brief description (1-4 sentences) of what each position is responsible for.
- You must include the name of at least 1 validator and the validator must be a SAIT or Saitsa staff member who is involved with the activity. Students are not able to act as validators.

Once you've provided the information for each section of the form you can click "submit". The activity will then be reviewed by the Office of Student Engagement to ensure it meets the requirements of a CCR activity. If it does, then it will be added to the CCR database in My Career Hub and you will be notified so that you can add it to your record.