**CCR APPLICATION TEMPLATE**

**PART 1: Activity Description**

***\*Complete this section ONCE***

|  |  |
| --- | --- |
| Create an Activity Name  *Insert the name of your club following this format:*  Club Name, Student Organization - UTM |  |
| Division | UTM |
| Is this activity restricted to students at UTM?  Highlight your answer. | Yes  No |
| Does this activity/program count for academic credit on the academic transcript?  Highlight your answer. | Yes  No |
| Description and requirements/intended audience of activity/program  *Provide a description 3-6 sentences long that includes the name of your club, what your club does so that if a student were to read this, they would know who you are and what you do as a club.* |  |
| Please provide information that indicates to students how they can sign up or where they can find more information, including website and/or contact information.  *\* Details about how to join. Should this position require an application, detail the submission process here.* |  |
| Website: |  |
| Email: |  |
| Local Unit | UTM |

**PART 2: Position Description**

**\*Complete this chart ONCE for EACH position. For example, if you have a ‘President’ complete this chart once for president. If you have two ‘VP Internals’, complete this chart once for VP Internal.**

|  |  |
| --- | --- |
| What is the title of the role/position? |  |
| Write a description of this position that is max 300 characters. This is what will appear on a student’s CCR. Follow the instructions below:  Highlight the major/significant **responsibilities** and/or **tasks** that the role involved. If the opportunity was less than 10 hours, its useful to include the**time commitment** that the role required. The first sentence should briefly describe the opportunity in present tense. The second sentence should describe the student's role within the opportunity. This should be written in past tense and in full sentences. This will be **seen on the record**, and should read similar to a description on a **resume,**wherein external audiences can grasp what is being described. It should only be 2-3 sentences in length.  For example:   * The First in the Family Program is a year-long academically-focused mentorship program that connects mentors with mentees for group and 1:1 personal and academic support. Peer Mentors conducted weekly academic, university-transition, and health-awareness sessions for a group of mentees. * Student completed 6- hour interactive training on recognizing and preventing power-based personal violence such as partner violence, stalking and sexual assault in our campus community and beyond. * Peer Health Educators helped develop and deliver outreach activities that provided opportunities for students to learn about and improve their health. PHEs worked on a team with a particular health focus, facilitated general wellness presentations, and assisted in coordinating health education events. |  |
| **Outline the requirements of the position, which should explain what the student is expected to do to receive CCR credit for this role. You can do this using bullet points** (i.e. number of hours, meetings, activities, etc.) (mandatory field).  The CCR requires that you offer training and a reflective component so ensure that is listed. See further instructions below:  **What is required from the student to have this opportunity validated:**  (Student Role here)s must:   * clearly outline what is expected from students; * include any training the student underwent; * include daily/weekly/monthly responsibilities; * explain any factors which would exclude the student from validation.   The more **clear**and **specific** the information is, the easier the validation will be later on. These requirements should be in point form and act as a checklist for the validator. |  |
| How many hours does a student need to commit to this position?  Highlight your answer. | Less than 10 hours  10-20  21-40  41-80  80+ |
| When does this position take place?  Highlight your answer | Fall Session  Winter Session  Summer Session |
| What best describes this position from the list provided? Choose ONE.  Highlight your answer. | Is an appointed position  Is an elected position  Is by invitation only  Is open  Requires an application process |
| Is there a cost to students to participate?  Highlight your answer. | Yes  No |
| Cost (if you selected ‘Yes’ for question above) |  |
| Does this position/program provide compensation for students?  Highlight your answer. | Yes  No |
| When does the position/program usually occur during the following times? Choose ONE.  Highlight your answer. | After 5:00pm  Before 5:00pm  Variable Hours |
| The opportunity usually occurs during the following days:  Highlight your answer. | Monday-Friday  Variable  Weekends |
| Position/Program Type:  Highlight your answers. You may select up to 2. | Casual Staff Employment  Conference/Presentation  Council/Committee Membership  Course Union  Internship  Mentorship/Peer Programs  Personal Development  Research  Student Organizations  Volunteer  Work Study  Workshop Series |
| Areas of interest that apply to this position/program  Highlight your answer. Select up to 2 that apply. | Academic Skill Development  Athletics and Recreation  Career Development  Community Engagement  Cultural, Creative, and/or Faith-Based  Entrepreneurship/Innovation  Environment/Sustainability  Global/International  Graduate Life  Indigenous Initiatives  Leadership  Social Justice, Diversity, and Equity  Wellness |
| The position/program offers:  Highlight all of the options that apply. | Training  Opportunities for Reflection  Evaluation  Team Meetings/Big Picture Context  Supervision  Co-Created Work Plan  None of the Above |
| **Competencies:**  Please select up to 6 of the most relevant competencies that students will develop in this role and later apply in educational and employment opportunities.  Highlight the competencies that you want to select.  The number of competencies you select should be based on the number of hours of the position/program. The guidelines are as follows:  Less than 10 hours = 1 competency 11-20 hours = 2-3 competencies 21-40 hours = 3-4 competencies 41-80 hours = 4-6 competencies 80+ hours = 6 competencies  Please consult the **competency framework (see attached**) and read the definitions carefully before selecting your competencies for the position. | Goal-setting and prioritization  Decision-making and action  Communication  Technological aptitude  Career planning  Health promotion  Project management  Facilitating and presenting  Communications and media  Financial literacy  Organization and records management  Fostering inclusivity and equity  Advocacy  Community and civic engagement  Global perspective and engagement  Social intelligence  Teamwork  Collaboration  Professionalism  Leadership  Self-awareness  Identity awareness and development  Commitment to ethics and integrity  Spiritual Awareness  Creative expression  Personal health and wellness  Critical thinking  Reflective thinking  Strategic thinking  Design thinking  Systems thinking  Entrepreneurial thinking  Inquiry  Investigation and synthesis  Knowledge creation and innovation  Knowledge application to daily life |
| **Describe how students will acquire and demonstrate these competencies:**  List each competency and provide a **specific explanation** as to how students in the given role are acquiring or demonstrating each competency. A **thorough** explanation of each is **necessary for future validation.**The Local Evaluation Committees will be looking at this question to see if the role links to the competencies.   * Competency 1: explanation (1-3 sentences) * Competency 2: explanation (1-3 sentences) * Competency 3: explanation (1-3 sentences) * Competency 4: explanation (1-3 sentences) * Competency 5: explanation (1-3 sentences) * Competency 6: explanation (1-3 sentences) |  |