CCR Submission Questions

This document outlines the questions you will be asked on the official CCR submission form. A CCR submission document outlines what your group is and highlights the positions within your group. Use this document to prepare the answers to your questions for the official CCR Submission. Highlighted areas are extra descriptions that will not appear on the CCR Submission form but will help guide your responses.

SELECT AN ACTIVITY

*Select a Period* (ex. 2019-2020)

*Activity Name*: (ex. UTM Party Club)

WHERE TO DIRECT REQUESTS FOR INFORMATION

*Website*: (ex. partyclub@utm.ca)

*Contact email*: (ex. first.last@utoronto.ca)

POSITION DETAIL

*Title of role/ position*: (ex. President)

*Description of opportunity to appear on the Co-Curricular Record* (max 300 characters):

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.

*What is required from the student to have this activity/program validated. (i.e. number of hours, meetings, activities, etc.) (mandatory field)

(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.

* Total number of hours of position/program (mandatory field)

- 10-20 hours
- 21-40 hours
- 41-80 hours
- 80 hours +
- Less than 10 hours

POSITION/PROGRAM INFORMATION

The following questions will be presented as a drop-down menu where you will be asked to select one of the options presented

*Timeframe

- Fall Session
- Winter Session
- Summer Session

*This position/program:

- Is an appointed position
- Is an elected position
- Is by invitation

*Is there a cost to students who participate? (Yes or No)

Cost: (If yes, what is the cost?)
*Does this position/program provide compensation for students? (Yes or No)

*The position/program usually occurs during the following times

- After 5pm
- Before 5pm
- Variable Hours

* The opportunity usually occurs during the following days

- Monday-Friday
- Variable Days
- Weekends

*Position/Program Type (select up to 2 that apply)

- Casual Staff Employment
- Conference/Presentation
- Council/Committee Membership
- Course Union
- Internship
- Mentorship/Peer Programs
- Personal Development
- Research
- Student Organizations
- Volunteer
- Workshop Series
- Work Study

*Areas of interest that apply to this position/program (select up to 2 that apply)

- Academic Skill Development
- Athletics and Recreation
- Career Development
- Cultural, Creative, and/or Faith-Based
- Entrepreneurship/Innovation
- Environment/Sustainability
- Global/International
- Graduate Life
- Indigenous Initiatives
- Leadership
- Social Justice, Diversity, and Equity
- Wellness

*This position/program offers

- Co-Created Work Plan
- Evaluation
- Opportunities for Reflection
- Supervision
- Team Meetings/ Bigger Picture Context
- Training
- None of the Above

COMPETENCIES/SKILLS

*Please select up to 6 of the most relevant competencies

- Advocacy
- Career planning
- Collaboration
- Commitment to ethics and integrity
- Communication
- Communications and media
- Community and civic engagement
- Creative expression
- Critical thinking
- Decision-making and action
- Design thinking
- Entrepreneurial thinking
Facilitating and presenting
Financial literacy
Fostering inclusivity and equity
Global perspective and engagement
Goal setting and prioritization
Health promotion
Identity awareness and development
Inquiry
Investigation and synthesis
Knowledge application to daily life
Knowledge creation and innovation
Leadership

Organization and records management
Personal health and wellness
Professionalism
Project management
Reflective thinking
Self-awareness
Social intelligence
Spiritual awareness
Strategic thinking
Systems thinking
Teamwork
Technological aptitude

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. 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 and read the definitions carefully before selecting your competencies for the position.

* Describe how the student 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)
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<th>POSITION CONTACT INFORMATION</th>
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<td><em>Include in Opportunity Directory</em> (Yes or No)</td>
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