

# CCR Updated Activity & Position Description Formatting Guide (2020-2021)

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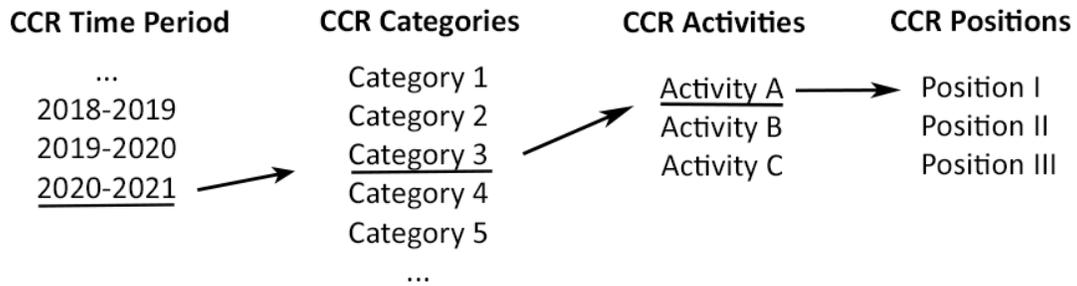
## About Co-Curricular Record Activities and Positions

Within the Co-Curricular Record database programs are organized into three levels of categorization. First, within a CCR time period is a list of CCR categories: **categories** are the university area or division that individual programs and activities are grouped under. CCR Categories include faculties and categories, student organizations, and more. For example, some categories in the CCR database include ‘SU Clubs’, ‘Leadership and Student Engagement’, ‘Faculty of Arts’, and so on.

Within each category is a list of **activities**. CCR activities are university programs that include opportunities that are eligible for recognition on the Co-Curricular Record. For example, CCR activities exist for many student clubs, such as the ‘Student Dance Club’ and the ‘Indian Students’ Association’, programs run by university offices or faculties, such as the ‘Emerging Leaders Program’ and the ‘Career Services Peer Helper’ programs. All CCR activities are required to have an **activity description** that provides information on the program.

Each activity has a list of its available **positions** that are eligible for CCR credit. These CCR positions refer to the specific roles that students can participate in and request to have appear on their personal Co-Curricular Record. All positions are required to have a **position description**

that provides an overview of the role, including role responsibilities and eligibility requirements.



## Activity Description Overview

### Purpose

Activity Descriptions provide students and staff/faculty looking through the Co-Curricular database and the Involvement Catalogue with an overview of the activities (student clubs, volunteer programs, etc.) available for students to participate in. They also enable students who are adding CCR positions to their record to confirm that the activity and its associated position they are requesting to add to their record are the correct position, rather than one with a similar name. If an activity description does not match up with the activity the student participated in a role with, this acts as a flag that they should look elsewhere in the database for the correct position.

### Formatting and Content

Activity Descriptions should be written in full-sentence form, and should be limited to one paragraph, with a maximum of 220 words. While Activity Descriptions will vary in length, it is highly important that they are concise, and include only necessary information. Activity Descriptions must be grammatically correct and free from any grammar or spelling errors, and must be written in third person narrative. They must include all required information, and should not include any unnecessary information.

### Things to include:

- What is the activity name?
- Description of organization/program
  - What is its main purpose/goal? (One sentence)
  - What does it do? (One sentence)
  - What major outcomes does it have (e.g. events, programming/services, etc.)? (One to two sentences)

- If it is a chapter of or a partner with a larger organization please note the partner organization name (One sentence)
  - Please also note if it is associated with a specific category/faculty, program at UCalgary (e.g. Students' Union, GSA, etc.)
- Who is eligible to participate in the program? (One sentence)
  - Demographics eligible to participate (as participants and/or as volunteers/coordinators, etc.)

### **The Activity Description should be:**

- Concise
- Grammatically correct
- Factually correct
- Written using plain writing style
- Written in third person (i.e. "the activity is" not "in this activity I")
- Written in the present tense, not past or future tense
- Informative of the overarching activity information

## **Sample Activity Descriptions**

### **Activity Name:** UCalgary Rex Appreciation Club

The UCalgary Rex Appreciation Club is a Students' Union club dedicated to building school spirit and enthusiasm for Rex the Dino at UCalgary. It aims to accomplish these goals through a variety of activities, including hosting school-spirit building events, creating social media campaigns to encourage student engagement, and facilitating volunteer opportunities with Rex the Dino. All UCalgary undergraduate students are eligible to participate in a variety of roles, including club executive positions and as event volunteers.

### **Activity Name:** Emerging Leaders Program

The Emerging Leaders Program (ELP) is a leadership and transition program for first year UCalgary students facilitated through the office of Leadership and Student Engagement. This program is designed to help first year students explore their leadership potential, gain confidence on campus, and be part of a supportive community of first-year students. Through this program, first-year students are connected with a group of fellow first-year students and senior student Peer Helpers, along with a senior-student 'buddy' or staff mentor, and engage in a variety of activities designed to develop leadership skills and confidence. ELP is open to participation for all first year UCalgary students, and upper-year students who wish to engage as a volunteer Peer Helper.

## Position Description Overview

### Purpose

Position Descriptions provide students and staff/faculty looking through the Co-Curricular database and the Involvement Catalogue with an overview of the activities (student club executive positions, volunteer positions, etc.) available for students to participate in. They also enable students who are adding CCR positions to their record to confirm that the position they are requesting to add to their record is the correct position, rather than one with a similar name. If a position description does not match up with the position the student participated in, this acts as a flag that they should look elsewhere in the database for the correct position.

### Formatting and Content

Position Descriptions should be written in full-sentence form, and should be limited to one paragraph with a maximum length of 200 words. While Position Descriptions will vary in length, it is highly important that they are concise, and include only necessary information. They must be grammatically correct and free from any grammar or spelling errors, and must be written in third person narrative. They must also include all required information, and should not include any unnecessary information.

### Things to include:

- Position name
- Description of the position
  - What is its main purpose/goal? (One sentence)
  - What does it do? (One sentence)
  - What are the major role responsibilities (e.g. event organizing, social media and communications, workshop facilitation, peer tutoring, etc.)?
  - Brief overview of role training or role requirements (*optional*)

### The Position Description should be:

- Concise
- Grammatically correct
- Factually correct
- Written using plain writing style
- Written in third person (i.e. “the activity is” not “in this activity I”)
- Informative of the overarching position information
- Written in the present tense, not past or future tense

## Sample Position Descriptions

### Position Name: Orientation Leader

Orientation Leaders (OL) are responsible for facilitating the smooth transition of new students to the University of Calgary during Fall Orientation. Orientation Leaders act as representatives for the University of Calgary, and undergo extensive training for this role. OLs are paired with a group of incoming UCalgary students for the duration of Fall Orientation, during which they attend Orientation events with their student groups, provide information on campus resources, and work to foster positive connections between incoming students.

### Position Name: Sophomore Leadership Program Peer Helper

Sophomore Leadership (SLP) Peer Helpers are upper-year student volunteers that help facilitate the SLP program. SLP Peer Helpers are paired with a group of SLP participants, and work to help them develop leadership skills, and create connections with fellow students. SLP Peer Helpers plan social events for program participants, facilitate leadership workshops and Student Success Seminars, and regularly check-in with their group members to support their growth and success. SLP Peer Helpers also participate in continual professional and personal development activities to support their own development through close interactions with university staff.

## Writing Resources

While writing your Activity Description or Position Description take advantage of these resources for support with grammar, writing style, punctuation, and more.

Plain Writing Style – Purdue OWL ([link here](#))

Active Verb Tenses – Purdue OWL ([link here](#))

Grammar Introduction – Purdue OWL ([link here](#))

Punctuation Introduction – Purdue OWL ([link here](#))

Style, Genre & Writing – Purdue OWL ([link here](#))

Concision – Purdue OWL ([link here](#))