



CCR SUBMISSION GUIDE

CCR Opportunity Submission Steps:

Step 1. Verify the Opportunity Meets CCR Criteria

Step 2. Gather Required Information

Step 3. Attend CCR Consultation

Step 4. Submit Your CCR Opportunity!

Following CCR Committee Review and Approval:

Step 5. Validate Eligible Involved Students

CCR CRITERIA

All CCR opportunities must:

- **Connect** clearly to UC San Diego with a faculty or staff member that can verify involvement
- **Enhance** at least one of the twelve UC San Diego Competencies
- **Capture** involvement beyond credit-bearing activities
- **Provide** 30-hours of active engagement within a single academic year

CCR SUBMISSION REVIEW

Final CCR Reminders:

- The deadline for submissions is **Week 5** of the academic quarter
- The CCR Evaluation Committee meets **quarterly** to review submissions



Capture Experiences

ON YOUR TRANSCRIPT

Dates	Activity - Position	Competencies
2017 - 2018	Alternative Breaks, Center for Student Involvement - Co-coordinator Coordinated an intensive project-based community service experience that explored concepts of leadership and community development.	-Understanding Global Context -Leadership - Civic Engagement & Social Responsibility
2017 - 2018	Internship Program, Women's Center - Intern Participated in a year-long internship experience facilitating programs and services focused on gender and social justice issues.	
2018 - 2018	Research, Department of Psychology - Research Intern Worked with a faculty member on a research project, which enriched their understanding of research processes and operations.	-Critical Thinking/Problem Solving -Research Acuity -Digital Information Fluency
2018 - 2019	Residence Life, Muir College - Residence Advisor Participated in intensive training, lived in campus housing and served as residential leader, mediator and activities coordinator to foster strong community bonds.	-Critical Thinking/Problem Solving -Professionalism/Integrity -Career Development
2020 - 2021	Wellness Peer Education Programs, Counseling and Psychological Services - Peer Educator Educated fellow students about mental health and wellness, reduced stigma, and spread awareness of Counseling and Psychological Services on campus.	-Professionalism/Integrity -Self-Reflection - Civic Engagement/Social Responsibility
2019 - 2020	Women's Soccer, Intercollegiate Athletics - Athlete Represented the university in local, regional, and national NCAA competitions, and demonstrated a high degree of dedication, teamwork, and service to the community.	-Oral, Written, & Digital Communication -Teamwork/Collaboration



Official Record

The CCR is an official record issued alongside the academic transcript.

Each entry lists:

- activity description
- dates of involvement
- up to three competencies developed
- position held

Share Skills & Experiences

Students can use the CCR to capture and reflect on their involvement

Share

experience and skills developed with employers & graduate programs

Capture

involvement and learning beyond the classroom

Reflect

meaningfully on interests and passions

Submit Form

ELT.UCS.D.EDU/SUBMIT

What's on the Co-Curricular Record (CCR) Submission Form?

See the CCR Quick Tips for the questions marked with 

Section 1. Activity Information

1. Your Name
2. Your Position
3. Email
4. Department or Unit
5. Activity Category
6. Activity/Program Name
- 7a. Overview of the organization/activity
- 7b. Website link
8. Is the opportunity required as a part of an academic program or course?
9. Does this opportunity have a clear connection to the university through a recognized member of the faculty or staff?
10. Do you have multiple positions to add?

Section 2. Position Information

11. Student Position Title

12. Short position description to appear on Co-Curricular Record

13a. What is required from the student to have this opportunity validated? Explain any factors which would exclude the student from validation.

13b. What is the minimum number of total hours that a student has to complete in order to be validated on the CCR?

13c. How are students meeting the minimum time commitment?

Section 3. Competency Information

14. Competency #1 and Description
15. Competency #2 and Description
16. Competency #3 and Description

Section 4. Final Details

17. What days does the opportunity usually occur?
18. What times does the opportunity usually occur?
19. Does the opportunity provide compensation to students?
20. Will you be the validator for this activity?

Review tips & examples at
elt.ucsd.edu/submit

Attend a Sip & Submit for
in-person guidance

Questions? Email us
at elt@ucsd.edu

CCR QUICK TIPS

ELT.UCSD.EDU/SUBMIT

12. Short position description to appear on CCR

Think of this as a one sentence summary that could be a bullet point on a resume. It should be written in past-tense, gender neutral terms and provide an overview of the opportunity and duties. Here are some examples:

*Participated in extensive training, lived in on campus housing and served as a residential leader, mediator, and activities coordinator to foster strong bonds.

*Served as a leader of the Student Health Advocate Program through mentorship of new members, program development, planning, and marketing.

13a. Validation Criteria

These are the guidelines that will help you and the student determine when they have successfully completed the activity and can be validated for the CCR. Making this clear and measurable will make your job as a validator easier. Make sure to include detailed requirements and specific deliverable. Here are some examples:

Attend mandatory training - Submit goal setting for the quarter or academic year - Complete 30 hours and submit time tracking sheet- Plan 2 events per quarter - Hold role for a minimum of 3 months - Meet with supervisor on a regular basis - Submit reflection paper

14-16. Competency Descriptions

Refer to the UC San Diego competency definitions at competencies.ucsd.edu to help you determine which skills are most relevant to the activity and position. Detail how the activity and position allows students to develop and demonstrate the competencies in three to five sentences per competency and include 1-2 examples. It may help to consider the following:

- What duties and responsibilities of their role allow them to develop this competency?
- What are some examples of events and projects of this role?
- Who does the position interact with to demonstrate this competency? e.g. Who are they leading and for what purpose?
- What training or resources does the student receive to develop this competency?

CAREER DEVELOPMENT

- What responsibilities within this role prepare them for their future career?
- What career-readiness tools do they engage with?
- How does this activity bridge the gap between a student's education & their career?
- How does the opportunity allow them to reflect and prepare for their career options?

CRITICAL THINKING & PROBLEM SOLVING

- What obstacles or unanticipated situations would they tackle in this position?
- How would they address problems and develop strategies for solutions?
- What resources/areas of support might they use to address these emerging challenges?

CIVIC ENGAGEMENT & SOCIAL RESPONSIBILITY

- What communities would they serve in this position?
- How do they reflect upon the challenges and opportunities facing this community?

DIGITAL INFORMATION FLUENCY

- What digital mediums are utilized?
- How do they use technology to facilitate communication?

INNOVATION & ENTREPRENEURIAL THINKING

- How do they cultivate new ideas?
- What new solutions would they work to develop?

LEADERSHIP

- Who do they lead? Who is impacted by the decisions they make in this position?
- What type of leadership role would the student take on (i.e. mentorship, project manager)? How would the student guide this group?
- What project/events will be completed as a result of their leadership?

ORAL, WRITTEN, & DIGITAL COMMUNICATION

- What communication platforms are used to convey their message?
- Who are they communicating with? (ie: students, faculty, staff, etc.)
- How are they effectively communicating to diverse audiences?

RESEARCH ABILITY

- What kind of research projects are they involved with?
- What research skills will they develop?
- What research tools and skills will they become familiar with/be using throughout their experience?
- How are participants sharing and demonstrating results and new insights?
- How will they be mentored/coached/supported by peers or professional staff to explore this competency?

PROFESSIONALISM & INTEGRITY

- How is personal accountability incorporated into their role?
- What aspects of the student's role engage them in this competency?

SELF-REFLECTION

- What self-reflective tools are utilized?
- How did they use the feedback moving forward?

TEAMWORK & CROSS-CULTURAL COLLABORATION

- What are some of the ways they interact with team members?
- How will they include and engage with diverse voices within the team?
- How are they facilitating a space that fosters a collaborative atmosphere?
- How will they account for cultural perspectives and voices not included/part of the team?

UNDERSTANDING GLOBAL CONTEXT

- How do they incorporate a global perspective into their work?
- What relevant global policies or issues will they learn about in this position?