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

Contact us at elt@ucsd.edu
Capture Experiences
ON YOUR TRANSCRIPT

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
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 2A. Position Information
11. Student Position Title
12. Short position description to appear on Co-Curricular Record

Section 2B. Position Information
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 3A-C. 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
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?
COMPETENCY GUIDING QUESTIONS

**CAREER DEVELOPMENT**
- What responsibilities within this role prepare them for their future career?
- What career-readiness tools do they engage with?

**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?

**INNOVATION & ENTREPRENEURIAL THINKING**
- How do they cultivate new ideas?
- What new solutions would they work to develop?

**ORAL, WRITTEN, & DIGITAL COMMUNICATION**
- What communication platforms are used to convey their message?
- Who are they communicating with? (i.e. 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?

**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?

**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?

**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?

**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?

**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?