ADD A NEW ACTIVITY TO THE CCR

1) **Review Criteria.**
   Review criteria and resources below to ensure that your opportunity meets the criteria for inclusion on the CCR.

**Criteria for Inclusion**
- Have a clear connection to the university and be capable of being validated by a recognized member of the faculty or staff.
- Provide an opportunity for active engagement. Opportunities that are primarily symbolic, and do not require significant programming and duties, will not qualify to be listed.
- Enhance at least one of twelve identified competencies and transferable skills.
- Require at least 30 hours of work within a single academic year.

**Note: Credit-Bearing Activities**
All credit-bearing activities — coursework, academic internships, 199s, etc. — are recognized on a student’s academic transcript. To avoid duplication and minimize confusion, the vast majority will not be listed on the CCR. Exceptions will be made for activities that have a program requirement above and beyond the course requirement that is not already reflected in the units granted.

2) **Fill out the form.**
   Fill out the form [HERE](#) and use the templates embedded in the form to help you. If you want to write your own descriptions, there is an “other” option for you to select.

3) **Wait for feedback.**
   The CCR Evaluation Committee will be meeting monthly starting in September to review and approve opportunities. The deadline to submit is the 1st of each month. You should receive feedback on your submission by the 3rd week of the month.

QUESTIONS? CONTACT ELT@UCSD.EDU
GOING THROUGH THE FORM

Page 1: Validator Information
The first page of the form will ask you the name of the validator for the activity. The validator must be a recognized UC San Diego staff or faculty member.

Pages 2-4: CCR Criteria
The next few pages ask the criteria. If your activity does not meet the criteria, you will be directed to a page to set up a call with the ELT Coordinator to talk through why the activity may or may not be eligible for the CCR.

Page 5: Opportunity Information
Here you will be asked to identify:

- Which time periods you would like the opportunity to be added to the database [Note: You can have the opportunity added this year, but go back as far as 2013-2014 to validate students].

- Which category it falls under [Note: You can only select one category, and that is the category it will be highlighted under on the official record]. The four categories are:
  o Research / Academic Life (ex. undergrad research, course unions, academic publications, tutor)
  o Student Engagement / Campus Life (ex. leadership, mentorship, athletics, clubs)
  o Community-Based / Global Learning (ex. external community engagement, international opportunities)
  o Professional / Career Development (ex. work study, internships, workshop series)

- Which division/unit it is attached to [Note: There is a pre-populated list. If you do not see your division or unit, select “other” and write below].

- Which type of opportunity it is [Note: This will bring you to a page that has some pre-populated descriptions and information. You can also select “Other” if none of the types describe your opportunity]. The “types” include:
  o Athletics & Recreation
  o International & Global Interests
  o Leadership & Mentorship
  o Research
  o Community-based Engagement
  o Professional Development & Career –Related
  o Student Organizations
  o Other
Depending on which type you select, you will be brought to a different page with template answers that you can select from. However, regardless of what you select, here is an overview of the questions you will be asked.

**Page 6: Position Questions**

- **The activity name** should be the broad opportunity. For example, Intercollegiate Athletics, Residence Life, Mentorship Program, Summer Research Program. Within the activity, there may be multiple positions. However, in this form, you are filling out one position.

- **The position title** is the role that the student held. For example, Intern, Volunteer, President, Mentor, Participant, Research Assistant.

- **The description to appear on the record** should be 1 sentence, written in past-tense that briefly describes what the student did. For example, “Acted as a peer mentor for incoming students, referring students to resources, and facilitating social and academic events to build community.”

- A **longer description** of the opportunity will help the committee understand what you are submitting. You can copy and paste an existing description you have, and add a website link if applicable.

- Select the **days and times** the opportunity occurs. This will help with reporting purposes, and can help increase access to opportunities, where students can find opportunities that fit their schedule. The options include variable days/times and flexible days/times.

- **The record highlights a maximum of three competencies.** You will be asked to select a minimum of 1 and a maximum of 3. On the CCR website, is a resource to help you narrow in on the competencies to select. Every student who completes that opportunity should have developed or refined competency in those areas. The competencies selected should be directly linked to the program/activity outcomes.

- You will then be asked to **describe how students will develop each competency.** This only has to be 1-2 sentence description that relates which activities/tasks develop that competency. For example, Self-Reflection- Students submit a 1 page critical reflection at the end of their experience. Communication- Students attend 3 workshops on oral communication skills, then present to the group at the end.

- You will be asked to identify what students have to do to **complete the position to have it validated** on their record. The form has some examples for you to select, including: attend training, attend at least 80% of meetings, submit reflection. You can also include other deliverables that students need to complete in order to be validated.

*Appears on official record.*

**THEN SUBMIT!**

QUESTIONS? CONTACT ELT@UCSD.EDU
## COMPETENCIES

### CRITICAL THINKING / PROBLEM SOLVING
Identifies important problems and questions and gathers, analyzes, evaluates information from a variety of sources before forming a strategy, decision, or opinion.

### PROFESSIONALISM / INTEGRITY
Demonstrates integrity, honesty, dependability and ethical responsibility, and accepts direction and personal accountability.

### SELF-REFLECTION
Assesses, articulates, and acknowledges personal skills and abilities, and learns from past experiences and feedback to gain new insights and understandings.

### RESEARCH ABILITY
Accesses and evaluates multiple sources of information, including text and images, and synthesizes information to solve problems and create new insights.

### CAREER DEVELOPMENT
Accesses information and opportunities for career exploration, and understands and articulates the importance of transferable skills in the job search process.

### ORAL, WRITTEN & DIGITAL COMMUNICATION
Conveys meaning and responds to needs of diverse audiences through writing and speaking coherently and effectively, and develops the expression of ideas through written, oral and digital mediums.

### DIGITAL INFORMATION FLUENCY
Demonstrates technological literacy and skills, and ethically and effectively uses technology to communicate, problem-solve, and complete tasks.

### TEAMWORK / CROSS-CULTURAL COLLABORATION
Works with and seeks involvement from people and entities with diverse experiences towards a common goal, demonstrating strong interpersonal skills, respect, and dignity for others.

### CIVIC ENGAGEMENT / SOCIAL RESPONSIBILITY
Participates in service/volunteer activities characterized by reciprocity, engages in critical reflection, and appropriately challenges unfair and unjust behavior to make a positive difference in the community.

### UNDERSTANDING GLOBAL CONTEXT
Demonstrates an understanding of complex global issues and systems, and how issues and actions have local and global implications for the future.

### INNOVATION / ENTREPRENEURIAL THINKING
Synthesizes existing ideas and concepts in innovative and creative ways to develop new ways of thinking or working, and engages in divergent thinking and risk taking.

### LEADERSHIP
Takes initiative, demonstrates effective decision making and informed risk taking, and motivates and encourages participation from others to work towards a shared purpose and vision.

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