

MEMORANDUM

To: CALS Department Heads
From: Joy Winzerling, Bart Cardon Associate Dean, Career and Academic Services
Gabrielle Sykes-Casavant, Student Engagement Coordinator
Date: October 13, 2015
Subject: CALS Implementation of 100% Engagement

The colleges have been charged with developing a college-level process to implement the recently approved 100% Engagement Initiative. In CALS, our approach to developing this process is guided by three overriding principles:

- to recognize and uphold the diverse engagement experiences in which CALS students participate,
- to create a streamlined college process for reviewing and approving engagement experiences, and
- to initiate this process by identifying and approving courses that are “low-hanging fruit” (e.g. individualized studies and experiential learning).

What does this mean for academic units?

As defined by [UA Academic Policy](#), engagement occurs when students translate and apply their classroom learning into practices and experiences beyond the classroom that impact their professional and personal growth. For Spring 2016, academic units have the option to add – by a blanket authorization – the “Engaged Learning” course attribute to two types of courses: house-numbered upper-division individual studies and upper-division experiential learning.

The Engaged Learning attribute is like the General Education attribute – the attribute will appear in the course catalog and the schedule of classes. Individual studies and experiential learning courses can be identified as Engaged Learning at the catalog level or section level. At the catalog level, the course must always be offered as Engaged Learning and identified with the same Engaged Learning Activity and the same Engaged Learning Competency. At the section level, application of the Engaged Learning attribute is a per-instructor and per-semester decision. (Refer to the below section, Overview of the 100% Engagement Initiative, for more information about the Activities and Competencies.)

For individual studies (e.g. directed research, internship, practicums, independent study, or capstone), the Engaged Learning Activity and Engaged Learning Competency can be designated as TBD, allowing for selection based on the design of the student’s experience. Together, the student and faculty member will select the Engaged Learning Activity and Engaged Learning Competency in which the student will engage. As with all individual studies, faculty will fill out the appropriate documentation and maintain the records.

For regular courses where engagement and experiential learning is built into the course curriculum, faculty will designate the appropriate Engaged Learning Activity and Engaged Learning Competency that best meets course goals.

What happens when an individual studies or course acquires the Engaged Learning attribute?

- The Engaged Learning course attribute will show in the course equivalent of Green Bars (similar to the General Education course attribute).
- If faculty elect to add the Engaged Learning attribute they must follow through on the engagement experience. The experiential learning component should be sufficient such that a student would not be

likely to earn a “C” or better in the course without satisfactorily demonstrating they have achieved the associated experiential learning outcomes.

- By agreeing to the blanket authorization, the department accepts responsibility for the oversight of the engaged learning experience, evaluation of the student reflection, and maintenance of student records (specifically the student reflection and assessment component).

How to request Engaged Learning attributes for Spring 2016

Individual Studies

- Use the attached excel sheet, “Individual Studies Course Modification to Add Engaged Learning Attribute,” to indicate preferred option for each house-numbered individual studies course:
 - No, do not add blanket authorization to any sections of the course.
 - Yes, add the Engaged Learning attribute and apply to all sections or specific sections, as identified by faculty name and section number.
- For individual studies, the Engaged Learning Activity and Engaged Learning Competency will be listed as TBD in the grade roster. Faculty will select the appropriate Engaged Learning Activity and Engaged Learning Competency when grades are awarded.

Experiential Learning Courses

- If you are teaching a Spring 2016 experiential learning course use the attached excel sheet, “Spring 2016 Experiential Learning Courses,” to add the course prefix, course and section number, component, title, instructor, and catalog description. Indicate if the Engaged Learning attribute should be added at the catalog level or at the section level.
- For regular courses, faculty will designate the appropriate Engaged Learning Activity and Engaged Learning Competency. Gabrielle will contact you after the excel sheet is submitted to review the options for Engaged Learning Activities and Engaged Learning Competencies and to record your designations.

To be clear: As it stands now, although it is in discussion, if a course is designated as 100% Engaged Learning then that course must be evaluated for experiential learning, there is no option to opt out of the engaged learning component. We are in the process of discussion with upper administration to consider future options to opt out should the need arise. It may seem like we are muddling through this process, and we are to a degree. We will continue to work on your behalf to ensure everyone has the most current, and accurate, information available.

We encourage faculty to participate in the 100% Engagement Initiative, although doing so is not mandatory. We understand this may seem to be adding to an already heavy faculty workload. Faculty are already engaging CALS students in myriad ways. With the 100% Engagement Initiative we have an opportunity to recognize your work and the work of your students.

Please complete the attached excel sheets and submit to Gabrielle, gms@email.arizona.edu by November 11, 2015.

Attachment: Excel sheet entitled “Individual Studies Course Modification to Add Engaged Learning Attribute” to indicate your approval decision for each upper-division house-numbered individual studies in your academic unit.

Attachment: Excel sheet entitled “Spring 2016 Experiential Learning Courses” to identify experiential learning courses in your academic unit.

Overview of the 100% Engagement Initiative

Starting in Fall 2015, undergraduate students can earn an Engaged Learning Experience notation on their academic transcript. The University's goal is that 100% of UA students graduating in 2018 complete an Engaged Learning Experience. Completing an Engaged Learning Experience is not a graduation requirement, although we do hope to inspire as many students as possible to earn the Engaged Learning notation.

Students can earn the notation by successfully completing an **upper division (300- or 400-level)** course assigned with the Engaged Learning course attribute. All Engaged Learning Experiences must be connected to only one Activity and only one Competency:

Engaged Learning Activity

1. Community Partnership
2. Creative Expression
3. Discovery
4. Entrepreneurship
5. Intercultural Exploration
6. Leadership
7. Professional Development

Engaged Learning Competency

1. Civic & Community Responsibility
2. Diversity & Identity
3. Global & Intercultural Comprehension
4. Innovation & Creativity
5. Interdisciplinarity
6. Professionalism
7. Sustainability

All credit-bearing engaged learning must:

- be undergraduate courses at 300- or 400-level,
- include at least 45 clock hours of experiential learning as part of the course requirements, and
- require a final reflection and/or application component that asks students to assess their own experiential learning (e.g. written paper, oral presentation, poster, sheet of music, etc).

Students also have the option to complete a non-credit Engaged Learning Experience. More information about non-credit experiences will be shared in the CALS Weekly Bulletin.

Next Steps: Beyond Spring 2016

For credit-bearing Engaged Learning courses, the CALS Curriculum and Assessment Committee will be the committee in the college that has primary oversight and will, as needed, provide guidelines, assessment tools, and support as we move forward.

Communication & Additional Resources

Gabrielle Sykes-Casavant is employed by the 100% Engagement Initiative and recently joined CAS to support CALS in these efforts. One of her top priorities is sharing information with faculty and unit heads about the CALS approach to 100% Engagement. To that end, Gabrielle is currently working on a website and will share information with the unit heads and via the CALS Weekly Bulletin as appropriate. Gabrielle is also available to attend a unit meeting and/or meet with you and your faculty individually. Gabrielle's office is in Forbes 203D; please contact her at gms@email.arizona.edu or 621-1365.

Refer to the attachments listed below for information on any of these categories:

1. An overview of the University approach to 100% Engagement
2. Detailed explanation of the seven Engaged Learning Activities and seven Engaged Learning Competencies
3. Syllabus Statement, Sample Language for your convenience