Proposal to create Student Engagement Policies and Guidelines

 Proposed by VP Digital Learning/Student Engagement Vince Del Casino, 2/18/15; approved by the Undergraduate Council, 3/10/15; by the College Academic Administrators Council, 3/24/15.

Definition and Goal

Engagement occurs when students translate and apply their learning within and beyond the classroom into transformative practices and experiences that impact their professional and personal lives. The goal of the Student Engagement Learning Initiative is to recognize the undergraduate experiences based in:

- original and collaborative advanced lab and field research that students do;
- creative events, performances, and activities that students develop and lead;
- internships and externships they complete;
- practicums and preceptorships that help them reimagine what they are learning in the lecture classroom;
- study abroad experiences that challenge them to think beyond their own national context;
- service learning projects that ask students to apply course content to community-based activities to address needs; and,
- the wide range of student-centered co-curricular activities that build on students’ educational experience.

Core Outcomes of an Engaged Learning Experience

Student engagement courses or non-credit experiences are distinguished from other experiences on campus by the fact that they focus on the following:

1) Engagement Activities*
   Engagement Activities are experiences that students participate in to develop professional and personal skills. Each engagement experience must focus on one of the following activities: community partnership; creative expression; discovery; entrepreneurship; intercultural exploration; leadership and professional development.

2) Engagement Competencies*
   Engagement Competencies are the lenses through which students focus their activity to develop an appreciation for and a comprehensive understanding of that area or lens. Each student engagement experience must focus on one of the following competencies: civic and community responsibility; diversity and identity; global and intercultural comprehension; innovation and creativity; interdisciplinarity; professionalism; and sustainability.

3) Engagement Professional and Personal Skills
   The following are some recommended professional and personal skills that can be assessed in relation to any engaged learning activity and competency, although others may be developed by colleges and departments: reflection and application (required of all engagement experiences); communication; collaboration/teamwork; problem solving/critical thinking; project management; academic and non-academic career preparedness.

A credit-based or non-credit curricular engaged learning experience must focus on one engagement activity and one engagement competency. In addition, it is recommended that each credit or non-credit experience include the appropriate Engagement Professional and Personal Skills among the learning outcomes.
*For a formal description of the above categories, see Definition of Engagement Activities/Competencies.

**Graduating with an Engaged Learning Experience**

To graduate with an “Engaged Learning Experience” notation on the academic transcript, students must successfully complete (1) at least one credit-based engagement course at the 300 or 400 level, or (2) a non-credit engagement experience that has been approved by the University Office of Student Engagement. **Note:** If the upper division course is assigned a regular grade, the student must achieve a C or better to graduate with an “Engaged Learning Experience.”

Students may complete more than one engagement experience by registering for a course or non-credit experience that has a different activity and competency. There is no restriction on the number of student engagement opportunities for which a student may register.

**Guidelines for Credit-Based Engagement Courses:**

1. Credit-based engagement courses may be offered by an academic college or department.
2. The “engaged learning experience” may be assigned at the course level or section level.
3. All student engagement courses are required to have a syllabus detailing: (1) engagement activity, (2) engagement competency, (3) student learning outcomes, (4) grading policy, (5) expected work products and reflection activities, and (6) reference academic policies such as threatening behavior, code of academic integrity, and accessibility and accommodations. Course syllabi must also comply with Undergraduate Course Syllabus Policy.
4. Academic departments and colleges must approve all credit-based engagement course syllabi. No course will be identified in the Course Catalog or Schedule of Classes as meeting the University’s criteria for an “Engaged Learning Experience” without receiving engagement approval from the college.
5. Grading System: Per the course category (e.g., Individual Studies, Small Group Courses) engagement courses may be offered for the S,P,F,I alternative grading system, the Pass/Fail system, or for Regular Grades, as long as the grading system is made clear to students in the class. The grading system is determined by the offering instructor and applied consistently at the section level of that course. **Note:** For upper division courses with regular grades, students must achieve a C or better to graduate with the notation, “Engaged Learning Experience” on their transcript. Colleges may require a grade higher than a C to earn the notation.
6. Courses may be offered online, in the classroom, or with other formats.

**Guidelines for Non-Credit Based Engagement Experiences:**

Students may also meet the criteria for graduating with an “Engaged Learning Experience” by registering for one of the University’s formally approved non-credit experiences. The Office of Student Engagement maintains a list of approved non-credit learning experiences. These engagement experiences must:

1. be approved by the Office of Student Engagement, which administers a committee* of faculty and staff that review all non-credit experiences for students;
2. identify the engagement activity and engagement competency met by the experience; and
3. include information on (1) expected supervision by faculty or staff, (2) required hours of
engagement, (3) a reflection component that supports students in making meaning of the experience, and (4) an explanation for how the supervisor will verify that the required minimum of 45 hours of work and a reflection piece have been completed by the student.

[*Note for purposes of the policy proposal, not for the Catalog: The Committee will consist of the following voting members: three faculty members** appointed by the Vice Provost for Digital Learning and Student Engagement, one faculty member from the UG Council, one representative appointed from a combination of the Staff Council and the Appointed Professional Council, one representative appointed by ASUA, one representative appointed by GPSC. Non-voting ex-officio members will include: Vice Provost for Digital Learning and Student Engagement, Director Academic Initiatives and Project Development, and Senior Director Academic and Curricular Affairs. **An academic college can be represented by no more than one member on the committee at any one time.]
Definition of Engagement Activities and Competencies

Engagement Activities

Engagement Activities are curricular and co-curricular experiences that students participate in to develop professional and personal skills.

Community Partnership

Students serve as part of a formal arrangement that mobilizes both UA and community resources to raise the visibility of community issues; increase individual and organizational commitment to resolving those issues; develop new solutions to old problems; or gain new resources or make better use of existing resources to improve outcomes for members of the community.

Creative Expression

Students develop original works, or interpret existing ones, in independent or collaborative projects that engage communities in thinking about abstract concepts related to such things as everyday experiences, human conditions, environmental change, and affective and emotional relationships.

Discovery

Students engage in independent or collaborative inquiry that contributes to a wider sense of understanding, the development of solutions to challenging problems, or leads the creation of new knowledge.

Entrepreneurship

Students will initiate, develop, and/or manage an organization systematically, with their work characterized by innovation and calculated risk taking. Student entrepreneurship will produce an understanding of strategies and skills for innovative organizational development as well as the tangible implementation of projects that respond to evolving societal and marketplace challenges and delivers services that meet those challenges.

Intercultural Exploration

Students participate in global and international programs that challenge them to think about and investigate the world, explore different cultures, and place their classroom learning into a global context.

Leadership

Students will utilize various theories, models, and styles of leadership through the practice of leadership in some role within or through an organization. Through the practice, they will create collaborative relationships and networks and learn to empower, mentor, and influence others. These experiences will enable students to develop a self-understanding and social intelligence that will help them translate a shared vision into ethical practice.

Professional Development

Students participate in activities that further their understanding, commitment, skill and contribution to a body of work, field, or industry. Students develop appropriate acumen to thrive in a given organizational culture and contribute to problem solving, efficient/effective processes involving products, customers, programs and/or services.
Engagement Competencies

Engagement Competencies are the lenses through which students focus their engagement activity to develop an appreciation for and a comprehensive understanding of that area or lens.

Civic and Community Responsibility
Students develop an understanding of government and community systems in order to contribute to the social cohesion, capacity, and governance of a community. In so doing, students will become motivated to be active community members who model inclusive decision-making, foster relationships of reciprocity in their service/volunteer activities, critically reflect on issues, and educate and facilitate the civic engagement of others.

Diversity and Identity
Students develop explicit understandings of the sociocultural, linguistic, economic, and political experiences of diverse groups representing varying identities and societies, both of their own and others, and apply those understandings in work related to a wide range of communities. Diversity and identity is based on developing an appreciation for differences and a sense of an inclusive community.

Global and Intercultural Comprehension
Students develop an understanding of global issues and the worldwide impact of individual and systemic actions while respecting diverse viewpoints. Students will be able to reflect on their own and other cultural biases and think critically about the world through interaction and collaboration with cultures and societies that are different from their own.

Innovation and Creativity
Students will gain an understanding of how to deliberately apply information, imagination, creative thinking, and initiative to generate new ideas for the purpose of addressing needs. This process will help students become accustomed to the discomfort of questioning the status quo and the excitement of idea generation and exploration at the leading-edge of thought.

Interdisciplinarity
Students will gain an understanding of how to bring together novel and original thinking across disciplines to build on knowledge, practices, theories, or methodologies. Students will be motivated to network and establish relationships that cut across disciplines in the pursuit of common tasks.

Professionalism
Students will develop a heightened understanding of themselves and others as they participate in various experiences to build their knowledge of professional etiquette and expertise. Based on these experiences, students will learn to communicate in an articulate and positive manner, act with integrity, and expand the boundaries of expectation toward a standard of excellence in their work and life.

Sustainability
Students will gain an understanding of the social, environmental, and economic dimensions of conditions or practices that make society vulnerable and unsustainable over multi-generational time scales. Through the exploration of issues from a sustainability perspective, students will be motivated to develop potential solutions to these challenges through the use systems thinking.
to improve the quality of life for all – environmentally, socially, and economically – both now and for future generations.

**Engagement Professional and Personal Skills**

*Reflection and Application*
Students will be able to critically analyze personal strengths and challenges and translate experiences into new professional goals or personal life plans; articulate self-insight in the context of a new learning environment; describe how competencies gained in one experience can be applied to a new context and apply new ideas and insights to improve a process, product or outcome.

*Communication*
Students will be able to verbally communicate in an articulate manner, write effectively with use of traditional and new media tools, conduct engaging group presentations or artistic expression, advocate for a point of view, and interact effectively through listening and empathy with diverse individuals and cultural contexts.

*Collaboration/Teamwork*
Students will be able to work effectively as part of a diverse team, generate new ideas that incorporate the contributions of others, behave in an ethical way, volunteer or lead activities, and demonstrate follow through and collaborate in traditional and virtual spaces.

*Problem Solving/Critical Thinking*
Students will be able to leverage curiosity to construct problem posing and engage in inquiry – based discovery; articulate problem-solving strategies and solutions; synthesize information to develop new perspectives, apply knowledge to current situations, both independently and interdependently and reflect on critical thinking and problem solving through metacognition.

*Project Management*
Students will be able to manage many people and moving parts such as information, resources, and materials into systems and structures that will result in effective and efficient project outcomes. Students will be able to manage their time to address demanding needs and navigate structural processes with ease.

*Academic and Non-Academic Career Preparedness*
Students will be able to articulate a career plan and goals, demonstrate effective self-presentation skills by articulating competencies developed through education and experience, and demonstrate knowledge of the organizations they seek. Students will produce enticing self-branding tools using traditional and new media applications, effectively introduce themselves in a networking environment and demonstrate productivity in changing organizations and cultures.
100% Engagement Initiative

Examples of Credit-Based Experiences

The following are examples – among many available options – of credit-based engagement experiences subject to the approval of students’ college academic advisors. Such examples include courses and programs already offered on campus, such as 393/493 (internship) or 394/494 (practicum) as well as many other available choices already being offered in departments and colleges as part of major and minor programs.

PHYS 492 – Directed Research
Individual or small group research under the guidance of faculty.

Activity: Discovery
Competency: Innovation and Creativity

ECOL 450 – Marine Discovery
Participate in this marine biology outreach program for grades 3-8. Undergraduates do all of the instruction in on-campus, inquiry-based workshops featuring marine diversity and conservation with a focus on the nearby Sea of Cortez. You will gain experience in developing your own teaching style, while learning about marine biology. As of June 1, 2009, a current US passport is required of all students taking the course for the trip to Mexico. Course includes one required field trip.

Activity: Community Partnership
Competency: Professionalism/Civic and Community Responsibility

AFAS 302: Africana Studies Research Approaches
This course is designed to provide students with skills in conducting social science research in the field of Africana Studies. The course will consist of discussions of the role of knowledge, the various methods by which knowledge is acquired, and the manner that interpretations of knowledge occur.

Activity: Discovery
Competency: Innovation and Creativity

JPN 345: Megacity Tokyo
Megacity Tokyo is an intensive six-week summer course held in Tokyo, Japan. In this UA faculty-led course, students will learn about Tokyo from diverse perspectives in history, geography, anthropology, and cultural studies to discover first-hand the myriad ways that infrastructure, traditional arts, and modern social life intermix in contemporary Japan’s fascinating metropolis.

Activity: Intercultural Exploration
Competency: Global and Intercultural Comprehension

HUMS 491A: Writing the Community: Service Learning Internship
Writing the Community is a one semester internship with the goal of creating community cultural development (or an advocacy tool for the arts) to help the Poetry Center, the College of Humanities,

1 The University has not yet formally approved these experiences. Some of these examples are just that examples – the final activities and competencies would be determined through review processes in colleges or in the Office of Student Engagement.
the Honors College and the University as a whole extend its reach into the community and support the critical and creative thinking skills of K-12 learners. Internships are based around volunteer service in which students facilitate hands-on, creative writing related activities as a part of the Poetry Center's in-house education programs. Students extend their volunteer service from the previous course and work in pairs (if undergraduate) or solo teach (if graduate) for any number of Poetry Center education programs. Internships are customized to fit students' interests, skill sets, and community needs for any given year.

Activity: Community Partnership
Competency: Civic and Community Responsibility

SOc 397a Poverty in Tucson Field Workshop
This workshop-based course explores the problem of poverty in the city of Tucson and its impacts on the well-being of local residents. The workshop combines in-class lectures on poverty with extensive training in the collection of survey data. Partnering with various community agencies and nonprofits, this course includes an intensive period of field research where students will interview households in Tucson in order to help our community partners better understand the problem of poverty and identify potential solutions. Over six weeks, students will work in teams to travel to identified households and request their participation in a survey. Students will be given specific goal of surveys to collect and will do so outside the traditional course meeting time. At the end of the course, students will form teams to analyze their data and present their findings back to the community at a forum hosted by the College of Social and Behavioral Sciences.

Activity: Community Partnership
Competency: Civic and Community Responsibility

NSC 395a: Experiential Learning in Nutritional Sciences
Students will participate in classroom activities designed to illustrate the importance of ‘professional skills’. Students will then keep detailed journals from their experiences at an assigned volunteer site, where they are expected to apply and observe these ‘professional skills’. Students will also research their volunteer site and complete assignments related to their volunteer work. Students will be expected to keep signed records to document their volunteer work.

Activity: TBA
Competency: TBA

Anthropology Field Schools
Field schools rest at the heart of the discipline of anthropology and are core to their undergraduate educational experience. Because anthropology is so varied, so are the field school experiences that they deliver.

Activity: TBA, Examples Include:
Community Partnership: all our field schools are developed in partnership with local entities - high schools, community groups, etc. and include the students working alongside others, helping others tour the site, or giving presentations in the community

Creative Expression: by the end of field school, each student has to come up with an individual project using information collected during the field school, and write it up as a paper and/or give a presentation on it
*Discovery:* throughout the field school students are working alongside team leaders to gather, process, and analyze data from the site.

*Intercultural Exploration:* focusing not only on contemporary societies and cultures but also on the past.

*Professional Development:* students are exposed to professionals who are working at the site, come to give special presentations, and assist with the field schools. The goal is that they gain the knowledge and skills they need to work in the field.

*Engagement Competencies: TBA*

**Examples of Non-Credit-Based Experiences**

The following are a sample of the wide range of non-credit engagement experiences that already exist on campus. The activity and competency listed for each is an example – none of these experiences have received formal approval. There are many other examples available.

**EcoReps (Office of Sustainability, Dean of Students)**

Peer education programming leaders in the residence halls. After participating in the EcoReps Program, students will have a working knowledge of sustainability, appreciate how to build community around a common interest, and create new ways to advocate for sustainability-based work.

*Activity: Leadership*

*Competency: Sustainability*

**BRAVO (UBRP, College of Science)**

Students in this program do a number of outreach-related activities, including conference presentations, appearing on radio programs, hosting visiting physician scientists, and a pen-pal program with 6th graders. Reflection is built into all aspects of the program.

*Activity: Discovery*

*Competency: Professionalism*

**Outreach Band (College of Fine Arts)**

The Outreach Honors Band was formed in 1993. The group services public and private school music programs in the extended Tucson Metropolitan area. Bands are directed by UA Music Education students.

*Activity: Creative Expression*

*Competency: Civic and Community Responsibility*

**Blue Chip (Leadership Programs, Office of Vice Provost, Digital Learning and Student Engagement)**

Students engage in service projects as well as professional preparation programs in a first year intensive program and a longer-four year program. Blue Chip is run by students for students with oversight and direction from the Leadership Programs. Upper division students coordinate activities for first and second year students in the program, providing them on-the-ground engaged learning experiences.
Activity: Leadership
Competency: Civic and Community Responsibility

Student Docents (Arizona State Museum)
Arizona State Museum docents receive classroom instruction—including lectures, guest speakers, small group work, and practice tours—before working with the public. After the initial training, docents will be expected to volunteer a minimum of 4 hours a month between October and April.

Activity: Professional Development
Competency: Interdisciplinarity

Alternative Spring Break (Dean of Students)
Activity: Community Partnership
Competency: Diversity and Identity

Hack Arizona (Innovate UA)
Hack Arizona is about bringing together the most talented undergraduates to represent the burgeoning tech ecosystem that is appearing in the southwest and across the country. Hosted at the University of Arizona, over 400 participants will build software and hardware projects from start to finish in under 36 hours amongst their peers, mentors and company sponsors.

Activity: Entrepreneurship
Competency: Innovation and Creativity
PATHS TO "ENGAGED LEARNING EXPERIENCE"

Path 1: For Credit Engaged Learning Experiences
- Engaged Learning Attributes (ELA) added to Courses
  - Students enroll in upper division course with ELA
    - Registrar queries graduating students who have achieved the grade required by policy in at least one of these courses
  - Sponsor approves experience once completed by student
    - Batch process to add Graduation with Engaged Learning Experience to Student Transcript (as Non-Course Milestone)

Path 2: Non-credit Engaged Learning Experiences
- Proposals submitted by campus community and approved by University-wide Committee
  - Student Engagement Program Coordinator adds approved experiences to Non-credit Engagement Table in UAccess
  - Approved activities added to student Non-credit Engagement Record (distributed data entry)