

## INTEGRATIVE AND APPLIED LEARNING (HIP) TIER COURSE PROPOSAL CHECKLIST

The following checklist is quite similar to the rubric members of the Gen Ed Council use when reviewing a course proposal for HIP certification. If you include the content suggested in this document, there is a good chance your proposal will be approved by the Council.

I. HIP SLOs—the course content and the syllabus \_\_\_\_\_ of the following SLOs:

1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.

\_\_\_\_\_ These SLOs are incorporated in the course content and included in the syllabus verbatim.

II. Which HIP attribute is selected in the course proposal? \_\_\_\_\_ .

- |                  |                                  |                              |
|------------------|----------------------------------|------------------------------|
| _____ Internship | _____ Community Engaged Learning | _____ Collaborative Learning |
| _____ Capstone   | _____ Undergraduate Research     | _____ Education Abroad       |



COLLABORATIVE LEARNING: Collaborative Learning courses are required to include the following additional SLO:

1. Students will utilize collaborative skills to plan and execute a rigorous project central to the course learning outcomes, employing flexibility, and internal conflict resolution as necessary.

\_\_\_\_\_ This SLO is incorporated in the course content and included in the syllabus verbatim.

Nature of Collaboration: Two (2) of the following that describe graded elements of the collaborative learning in the course are required:

Students identify, acknowledge, and manage conflict.

Each student supports a constructive team climate by doing the following: Treats team members respectfully, motivates teammates, and provides assistance and/or encouragement to team members.

Students offer alternative solutions or courses of action that build on the ideas of others.

Students engage group members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.

\_\_\_\_\_ Two of these elements are included in the course content.

- IV. Gen Ed Syllabus Statement: The following statement must be included in the course syllabus.

"This course is part of the University of South Florida's General Education Curriculum. It is certified for High Impact Practice. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas."

This statement is