

High Impact Practices (HIP) Classes for AAS Degree

A student must take one HIP course to receive the Associate of Arts and Science degree. All versions of a course or individual sections may carry a high impact practice designation. The following types of courses fulfill the High Impact Practices degree requirement.

A. First-Year Seminars (HIP/FY): First-year seminars (also called first-year experience courses) help students make a transition to college-level learning. Courses focus on a disciplinary or interdisciplinary subject of inquiry with emphasis on student engagement and disciplinary literacy. First-year seminar courses are normally taken in the first semester. To count toward the HIP degree designation, a first-year seminar and must be completed before a student completes 30 college credits, not including college credits taken in high school.

B. Learning Communities (HIP/LC): A learning community refers to two or more linked courses organized around shared goals for student learning and engagement. LC courses support integrated learning across courses and disciplines. Learning communities provide students with increased opportunities for collaborating, interacting with peers and instructors, and exploring issues through interdisciplinary inquiry.

C. Writing Emphasis Courses (HIP/WR): In a writing emphasis (or writing-intensive) course, students produce texts written for different disciplinary purposes. Students complete substantial writing assignments that challenge them to engage in higher order thinking and emphasize analysis, synthesis, evaluation, and/or application. They receive substantial feedback and respond with revision.

D. Undergraduate Research (HIP/UR): In an Undergraduate Research course, students have the opportunity to engage in significant, systematic investigation and research to explore important disciplinary questions. A UR course connects key disciplinary concepts to active and critical student inquiry. Any discipline may offer an Undergraduate Research course.

E. Collaborative Learning (HIP/CL): In a Collaborative Learning course, a significant portion of assigned coursework and other learning comes from collaborative activities. Students work together to engage in collaborative problem solving and active learning that leads to one or more projects.

F. Diversity/Global Learning Opportunities (HIP/DG): The Diversity/Global Learning Opportunities designation applies to a course or linked sets of courses that provide students with experiential learning to help them explore diverse cultures and worldviews that are different from their own. Students receive DG credit for a) taking an experience-based learning course that focuses on cultural diversity within the United States or b) participate in a study abroad program.

G. Community-Based Learning/Service Learning (HIP/SL): Service-learning integrates academic study and field-based experiential learning with community partners. Students a) apply learning from community service to an academic course and b) reflect on their service experiences through assignments and learning activities in the course. Students gain direct experience with issues they are studying in the course and engage in efforts to analyze community-related problems in the context of one or more instructor-supervised projects.

H. Internships (HIP/IN): Internships provide students with professional experience outside of a traditional classroom in a work setting. Students work in a structured learning environment to apply concepts from related coursework to practical experiences in a field of study.

I. Capstone Project (HIP/CP): Students take a Capstone Project course in their final semester of the associate degree. Students create an independent project that synthesizes, integrates, and applies what they have learned in their associate degree experiences. To receive HIP credit, a student must complete a minimum of 45 degree credits before enrolling in a Capstone Seminar course.

J. ePortfolio (HIP/EP) An ePortfolio is a digital repository of a student's work that allows the student to reflect on learning, and to demonstrate and integrate learning across their University experience. The student presents evidence of accomplishment that may be used for employment, for applications for continued study, and for reporting to external audiences.