



California State University
SAN MARCOS



HIGH IMPACT PRACTICES (HIPS) AND THE SCHEDULE BUILD



High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



CSUSM Goals

- Undergraduate Experience

Ensure early mastery of critical skills and foster intellectual independence through high-impact, learner-centered, interdisciplinary practices so that graduates are ready to engage with an ever-changing global society.

- Student Registration

Provide students with accurate information about their courses so that they can take responsibility for their own learning styles and register accordingly.

- HIP Data Integrity and Analysis

Accurately track student participation in HIPs and measure outcomes related to persistence and graduation.



Technology Solution

Supporting Students & Service Sites (Cal State S4)

Cal State S4 is a web application that allows your campus to track service learning, internships, and undergraduate research experiences, as well as teacher education and social work placements. Cal State S4 is uniquely designed to easily manage the CSU's risk management processes and provides students, faculty and community members with a user-friendly interface to manage CSU students' outside learning experiences.



Basic Data Meetings Enrollment Cntrl Reserve Cap Notes Exam LMS Data GL Interface

Course ID: 102484 Course Offering Nbr: 1
Academic Institution: Cal State San Marcos
Term: Fall 2015 Undergrad
Subject Area: KINE Kinesiology Auto Create Component
Catalog Nbr: 306 EXERCISE FITNESS & HLTH

Class Sections

Find | View All First 1 of 2 Last

*Session: 1 Regular Academic Session Class Nbr: 40611
*Class Section: 01 *Start/End Date: 08/31/2015 12/12/2015
*Component: LEC Lecture Event ID:
*Class Type: Enrollment
*Associated Class: 1 Units: 3.00 Associated Class Attributes
*Campus: MAIN Main Add Fee
*Location: SMCAMPUS San Marcos Campus
Course Administrator:
*Academic Organization: 421 - KINE Kinesiology
Academic Group: EHHSU Educ, Health, & Human Svcs
*Holiday Schedule: SMCMP SMCMP Academic Holiday
*Instruction Mode: A Hybrid: In Person and Online
Primary Instr Section: 01

Class Topic

Course Topic ID: Print Topic in Schedule

Equivalent Course Group

Course Equivalent Course Group:
Class Equivalent Course Group:

Note: Only the first 2 rows appear. Click "View All".

Class Attributes

Personalize | Find | View 2 | First 1-4 of 4 Last

*Course Attribute		*Course Attribute Value		
CLEV	Course Level	2	Upper Division	
CSLI	Service Learning	N	Not a Service Learning Course	
GERQ	General Education Requirements	E	LDGE E:Life Learn/Info Litrcy	
NTRN	Internship	Y	Internship = Yes	



Your Leadership

We need your help:

1. Share the importance of the **CSUSM Goals** with your Assoc Deans, Dept Chairs and ACs
2. Encourage and support the creation of systems that ensure accurate tagging of courses



Your Input

If you agree, we will...

- Add to PeopleSoft an undergraduate research attribute (the internship and service learning attributes already exist)
- Meet in May with the Associate Deans during the meeting led by the Vice Provost.
- Gather feedback from ADs about how best to partner with chairs and ACs so that CSUSM assigns the appropriate HIP attributes in the schedule-build process.