

University of Central Florida, High Impact Practices
Integrative-Learning Experience Course Designation
Evaluation Rubric– IE Course Approval

General HIP Review Criteria	3: Clear Evidence	2: Needs Clarification of Evidence	1: Little or No Evidence	Comments
1.1 Course Objectives Course objectives are well defined and meaningfully align with the chosen course designation. HIP assignments are clearly linked to course objectives.				
1.2 HIP Assignments Syllabus offers meaningful HIP assignments that meet course designation criteria. HIP assignments constitute 30% or more of the graded coursework.				
1.3 Assessment Plan HIP assignment(s) delineate easily comprehensible assessment criteria that connect to student learning outcomes.				
Evaluation Criteria for IE designation Integrative-Learning Experience courses must contain all six of the following criteria, though faculty may choose to focus primarily on one or two, with secondary focus on the others. The course includes all the following components:				
2.1 Connections to Experience: Structured assignments that allow students to connect prior academic or lived experiences to course content, and to develop a personalized integrative-learning plan to meet academic and/or professional goals.				
2.2 Transfer: Assignments require students to adapt and apply discipline-specific and/or transferrable skills, abilities, theories, or methodologies to solve difficult problems or explore complex issues.				
2.3 Connection to Discipline: Assignments connect core knowledge and skills of the course to real-world professional contexts, civic contexts, or knowledge gained from other fields of study.				
2.4 Diversity: Assignments require students to critically examine different perspectives (e.g., cultural, disciplinary, and ethical).				
2.5 Integrated Communication: Assignments require students to communicate knowledge gained in the course through a thoughtful and cohesive combination of visual, written, oral, and/or digital presentation, to an audience within and/or beyond the university.				
2.6 Reflection and Self-Assessment: Structured reflection assignments that connect past experiences to ongoing professional, civic, and/or academic goals (through a poster, multimedia presentation, creative project, etc.). *No research papers.				
2.7 Syllabus Statement: Template statement for integrative-learning experience has been included in the syllabus.				