

## Undergraduate Studies High-Impact Educational Experiences

UGST courses assigned the high-impact attribute must follow the guidelines listed below. These guidelines are supported by the definition of high-impact educational experiences taken from Kuh, 2008.

### Instructions:

To request a high-impact attribute added to a course, for each course, the faculty of record must complete the information below and submit the form, along with the syllabus, to Kristin Harper (kharper@tamu.edu), in electronic format only. The application will be reviewed by the Undergraduate Studies High Impact Attribute Committee and the faculty submitting the request will be notified of the decision. If the attribute is approved, it will be added to the course by section number. If the attribute is not approved, faculty will be provided feedback and given the opportunity to resubmit.

Course name and number

Semester to be added

Section number(s) to be assigned the high-impact attribute

Faculty member name

Faculty member contact information

Type of High-Impact Experience

Capstone

Field Experience

Internship

Service-Learning

Learning Community

International Experience

First-Year Seminar

Undergraduate Research

Internship

Other (please explain)

1. The course must include **at least two** of the following elements; explain how they are included in the course in the textbox below.
  - Students invest considerable time and effort in purposeful tasks, most of which require daily decisions that deepen the students' investment. For example, students may engage in service learning, an internship, or peer education that requires them to work with clients and use the skills and knowledge they acquire through instruction, or they may be responsible for completing a research protocol over the course of a semester.
  - Students interact with faculty and peers about substantive matters over extended period of time. For example, the class may feature collaborative learning or regular one-to-one or small group conferences with faculty.
  - Students experience diversity through interaction with people who are different from themselves. Differences might be conceived in various ways. For example, peer educators may work with students from different majors or with international students on a regular basis.
  - Students receive and respond to frequent feedback. Frequency means on a regular basis, for example, at least every 3 weeks in a 15-week semester. Feedback can be summative or formative and should have as its goal student improvement. For example, students may get peer feedback on oral presentations, have regular evaluative meetings with an employer during an internship, or go through several iterations of a thesis.

- Students experience relevance of learning through real-world applications. For example, they might participate in tutoring, internships, student abroad, or service learning opportunities or present on how the results of their research project will guide future discovery or change established practice.

(add text box)

2. In addition, the course must provide students with the opportunity for reflection. Reflection can take the form of written, visual, or oral communication and should demonstrate critical thinking, including application, synthesis or integration of what has been learned. For example, students may make regular video journal entries while on an internship explaining how their experience is impacting career plans or write a thesis abstract that summarizes the results of a research project and how these findings fit into a larger conversation. **Explain how this course will include reflection in the textbox below.**

(add text box)