

Identifying Work-Based Learning Course Sections as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.¹

Guidelines for Qualifying a Work-Based Learning Course Section as a High Impact Practice

The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether a Work-Based Learning course section should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Work-Based Learning courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Work-Based Learning Courses as a High Impact Practice²

- Direct experience in a work setting related to their career interests
- Supervised and coached by professionals in the field
- Project or paper on work-based experience approved by a faculty member
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Work-Based Learning Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of Work-Based Learning course sections to determine if they qualify as a High Impact Practice. The USG does *not* make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses and course sections as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should develop a process for faculty, teaching staff or

¹ AAC&U, <https://www.aacu.org/leap/hips>

² AAC&U, <https://www.aacu.org/leap/hips>

academic departments to submit course sections for review. Review committees can determine the process for submitting course section information and artifacts to be reviewed. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying a Work-Based Learning course section as a High Impact Practice, each institution will develop its own criteria for qualifying a course section as meeting the standards of a High Impact Practice. The final decision for approving a Work-Based Learning course section as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Work-Based Learning Course sections will include the following categories

Primary Codes: Must have one primary code

Code	Description
	Work-Based Learning course section meets institution's criteria as a High Impact Practice for Work-Based Learning

Contact Hour Codes: Include code indicating number of hours student is engaged in Work-Based Learning, if applicable

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

Required Course Codes: For each course section that meets the following institution criteria

Code	Description
	Course section meets a High Impact Practice requirement established by institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.
- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Work-Based Learning experience courses.

Primary Code

Work-Based Learning course section meets institution's criteria as a High Impact Practice for Work-Based Learning

Contact Hour Code

Number of hours student is engaged in Work-Based Learning activities as defined by the institution.

Required Course Code

Course section meets a High Impact Practice requirement established by institution.

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

The USG may add additional codes, as necessary.