

# Academic Policies Committee

## Meeting Agenda

August 30, 2022 @ 2:00 PM

- I. Welcome: Roll Call
- II. Action Items:
  - a. Discuss a Chair-Elect for next year (2022-2023)
  - b. Discuss/Review Committee Charge
- III. New Business
- IV. Adjourn

Brandy Chambless is inviting you to a scheduled Zoom meeting.

Topic: APC August Meeting

Time: Aug 31, 2022 02:00 PM Eastern Time (US and Canada)

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# Appendix A

## Academic Policies Committee

### Meeting Minutes

3 February 2022 12:00 PM

- I. Welcome: Roll Call
  
- II. Action Items:
  - a. Elect a committee chair for 2022-2023
    - i. No one is interested in this opportunity at the moment. Will have to wait for someone from a different committee or a new senator.
  - b. Approval of HIPs criteria for Service Learning
    - i. Discussion: None
    - ii. Unanimously approved- see appendix for full text
  - c. History Program: Eliminate History Exemption exam options for students
    - i. Discussion: Many questions arose about the rationale behind this change. Concerns were raised about students who take the exam close to graduation, would removing the exam as an option delay graduation? This impacts all programs because it is required by the USG.
    - ii. Decision: Table and send to next meeting. Chair will reach out to History Program Coordinator with these questions and make sure they can attend to discuss.
  - d. Calendar Change: Proposal to shorten Summer Session II by one week (end 1 week earlier) starting summer 2023
    - i. Discussion: Proposal came to the Calendar Committee via faculty. Students were surveyed and data indicate support of the proposal. Instructors would retain the same number of contact hours/minutes, but classes would meet for longer or more frequently to accommodate the new schedule. Rationale for the change is to give students and faculty a break between summer sessions and fall contract (starts 8/1). This change does not impact Summer Session IV. Grades will be due the Monday after graduation as usual.
    - ii. Decision: Approved with one no vote.
  
- III. New Business
  - a. Grade Appeals Process: Ensuring consistency across student and faculty resources
    - i. Discussion Part 1: Committee worked last year to clean up the process and add time limits to each step. Request now is to ensure consistency across platforms (such as the Student Handbook, Undergraduate Catalog, Graduate Catalog). Suggestion was made that we link directly to the materials in PolicyStat so they could be updated in a single place. Question was raised about SACSCOC review not wanting links in student catalogs, so we will need to check with Dr. Akins on this. Also need to verify that PolicyStat is accessible to students. We noted that

the form currently linked in PolicyStat is not the most current one. It should be the one at this link:

[https://www.westga.edu/assets/registrar/docs/forms/Student\\_Grade\\_Appeal\\_Form\\_Version3.23.2021\\_fillable.pdf](https://www.westga.edu/assets/registrar/docs/forms/Student_Grade_Appeal_Form_Version3.23.2021_fillable.pdf)

- ii. Discussion Part 2: UWG Legal Affairs requested that we add time limits for students in the process. In looking at the most recent form (linked above), we found that the following time limits exist: Students have until the end of the semester immediately following the assignment of the grade under appeal and the entire process must be concluded within one calendar year. After receiving the decision from the department chair, the student has 10 business days to indicate whether they accept the decision or wish to appeal to the next level. After receiving the decision at the dean level, students again have 10 business days to indicate whether they accept the decision or wish to appeal to the next level. Once the appeal reaches the provost's office it is automatically sent to the Grade Appeals Subcommittee.
- iii. Decision: Chair will reach out to Dr. Akins to inquire about SACSCOC requirements regarding the catalogs and links. APC agreed to maintain consistency across all levels of review by adding the following statement between steps 1 & 2 on the procedure form (linked above):  
    “Note: Students must indicate their decision in writing on the Grade Appeal Form within 10 business days after the initial notification is received.”

#### IV. Adjourn

# Appendix B

## Course Attributes for High Impact Practices (HIPs) Work-Based Learning Attributes

### HIPs Attributes Process

The University System of Georgia has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria and definitions for all eleven HIPs can be found [HERE](#). The criteria in this proposal is based on USG Guidelines for qualifying a Work-Based Learning course as a HIP.

[The LEAP West Committee](#) is charged by the Provost with guiding the successful design and implementation of High Impact Practices (HIPs) at the University of West Georgia. Campus work to develop and expand HIPs and other experiential learning opportunities for students is known at UWG as *LEAP West!* In 2015, the Faculty Senate endorsed a [resolution](#) to support The University of West Georgia's inclusion in Georgia's petition to become a LEAP State. The petition was formally approved by the University System of Georgia and the American Association of Colleges and Universities (AAC&U) in 2016. The University of West Georgia is a member of the [LEAP State Georgia Consortium](#), which is affiliated with the [University System of Georgia's](#) initiatives to expand student access to HIPs. Additional information about AAC&U's LEAP initiatives can be found [HERE](#).

In Fall 2021, the LEAP West Committee submitted a [proposal](#) to the Academic Programs Committee of the Faculty Senate that outlined the campus process for assigning attributes to courses in Banner. The proposal was approved by the Faculty Senate in September 2021. The proposal outlines two stages in the HIPs implementation process:

- 1) The LEAP West Committee will develop in consultation with faculty representatives from each of the academic colleges and schools criteria for assigning HIPs attributes in Banner to courses. These criteria will be submitted to the Academic Programs Committee for review, revision, and approval before being sent forward to the Faculty Senate for final approval.
- 2) Once criteria have been approved, the LEAP West Committee will communicate and coordinate with faculty and academic programs on submitting course materials (typically, a syllabus) for the assignment of HIPs attributes. Courses will then be submitted to the Undergraduate Programs Committee for approval. Once final approval by the Faculty Senate has been received, the LEAP West Committee will coordinate with the Office of the Registrar to have attributes assigned.

### How Course Attributes Benefit Students, Faculty, and Academic Programs

Work-Based Learning (WBL) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in work-based learning. The WBL course designation would allow students to identify courses in the schedule of classes in Banweb that include a work-based learning component. The attributes would also enable faculty to list courses that have received a WBL or other HIPs designation as an evidentiary source in their teaching portfolios. Once attributes are assigned to courses, academic units could also establish program or degree requirements aligned to Work-Based Learning or other HIPs that meet their specific educational goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the next stages of this work.

### Work-Based Learning Definition

Work-Based Learning (WBL) is a broad term used to describe experience-based learning activities that are connected with employment or professional work. It is usually assessed by a faculty member and supervised by an employer who is not a faculty member. The student may or may not be paid for this experience. Usually Work-

Based Learning is connected to a class or a sequence of classes, and the student receives academic credit. However, Work-Based Learning can occur in non-credit, co-curricular and extracurricular settings. For example, with appropriate learning outcomes and organizational support, Work-Based Learning can be connected to student-employment on campus. Work-Based Learning can include such things as internships, student teaching, clinical education, practicums, community-based research, and field work at both the undergraduate and graduate levels. The goal with each of these 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. Another key element is some type of guided reflection. The mission of this experience may be to support the integration of theory and practice, explore career options, or foster personal and professional development. Finally, Work-Based Learning can sometimes be connected to other forms of experiential learning, such as undergraduate and graduate research, service-learning, and study abroad / study away.

### **Identifying Work-Based Learning**

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution’s criteria for Work-Based Learning and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix B).

### **Process for Having a Course Designated as a WBL Level course**

The campus LEAP West Faculty Committee or a designated faculty subcommittee will periodically throughout the year issue invitations for faculty to submit courses to receive the Work-Based Learning designation. As part of this process, faculty would submit an application form (see appendix A) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to the Work-Based Learning criteria (see appendix A), recommend changes to the syllabus to fully meet the criteria if needed, and recommend the Work-Based Learning level designation. All courses submitted and the committee’s recommendations would be sent to the Undergraduate or Graduate Programs Committee of the Faculty Senate for approval. Once a course has been approved, the Office of the Registrar would assign the attribute.

### **Course Requirements for Work-Based Learning Designation**

- 1) At least one learning outcome that defines how Work-Based Learning is incorporated into the course.
- 2) A designated number of work-related contact hours per semester. The USG identifies the following designation levels:

Work-based component requires 30 or less contact hours
Work-based component requires 31-50 contact hours
Work-based component requires 51-100 contact hours
Work-based component requires 101 or more contact hours

- 3) A required critical reflection assignment where students are invited to reflect upon their learning experience and any new knowledge or skills they have acquired or strengthened further.
- 4) Meet one of the following levels of Work-Based Learning engagement:

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

In addition to these required elements, the following instructional strategies are *recommended* for all High Impact Practices (HIPs)<sup>1</sup> since they help to support learning at the highest level:

- 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 that 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

### **Examples of Learning Outcomes for Courses Designated as Work-Based Learning**

To receive the Work-Based Learning attribute, a course must include at least one learning outcome that defines how Work-Based Learning is incorporated into the course. This can be an approved course learning outcome or a learning outcome that the instructor specifically designs to meet the Work-Based Learning objective. Below are examples of Work-Based Learning outcomes at different course levels. NOTE: The specific outcomes below are not required:

Learning Outcome Example I: Students apply what they have learned in program related courses to the work-based setting.

Learning Outcome Example II: Students will critically reflect upon the content knowledge and professional skills they have either acquired or further developed as a result of their work-based experience.

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<sup>1</sup> AAC&U, [High Impact Educational Practices](#), Figure 2, p. 4.

Learning Outcome Example III: Students demonstrate discipline-specific knowledge and technical skills.

Learning Outcome Example IV: Students adhere to employer expectations in communication and project completion.

Learning Outcome Example V: Students evaluate their work in the workplace and connect it to course outcomes, for example: teamwork, adaptability, problem-solving, etc. (Henderson and Trede, 2017)<sup>2</sup>.

**WBL Appendix A**  
**Application**  
**Course Approval for Work-Based Learning Designation**  
**Application will be submitted through Qualtrics**

Name of person responsible for this submission:

Program (e.g. Accounting), if applicable:

Program Director, if applicable:

Department:

Department Chair:

Course Number (e.g. ACCT 4390):

Course Title:

Brief Course Description:

Course Learning Outcome Related to Work-Based Learning:

Will all sections of the course receive the Work-Based Learning designation?    Yes    No

If no, list all instructors whose section/s will receive the designation:

Will multiple sections of this course be taught in any given semester:                      Yes    No

For the following categories, please select the activity that most closely aligns with what will be expected in this course:

Contact Hours Associated with the Work Site:

30 or less contact hours
31-50 contact hours
51-100 contact hours

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<sup>2</sup> Henderson, A., & Trede, F. (2017). Strengthening Attainment of Student Learning Outcomes during Work-Integrated Learning: A Collaborative Governance Framework across Academia, Industry and Students. *Asia-Pacific Journal of Cooperative Education*, 18(1), 73–80.

101 or more contact hours

Are students required to complete a critical reflection assignment? Yes No

Dissemination of the critical reflection assignment: Shared with the faculty member and/or Work Supervisor  
Shared with a small group (cohort)

Shared in class

Publicly shared (outside of class, e.g., conference presentation)

Publicly shared (publication)

Faculty / Work Supervisor Feedback:

None

General and Limited

Specific to course project but not iterative

Specific to course project and iterative

Extensive, specific, and iterative

What is the work-based learning outcome associated with the course?

Does the course meet one of the following levels of Work-Based Learning engagement (select level):

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Do students experience any of the following (list all that apply as required elements of the course):

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

Frequent, timely and constructive feedback from faculty member and/or work supervisor  
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

## WBL Appendix B

### University System of Georgia 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.<sup>3</sup>

#### 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 Practice<sup>4</sup>

- 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

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<sup>3</sup> AAC&U, <https://www.aacu.org/leap/hips>

<sup>4</sup> AAC&U, <https://www.aacu.org/leap/hips>

or 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
ZWLP	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
ZWL 1	Work-based component requires 30 or less contact hours
ZWL 2	Work-based component requires 31-50 contact hours
ZWL 3	Work-based component requires 51-100 contact hours
ZWL 4	Work-based component requires 101 or more contact hours

**Linked Course:**

Code	Description
ZHI L	Course section is linked to other course sections that are grouped as a common High Impact Practice experience for students enrolled in the course section.

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

Code	Description
ZHIR	Course section meets a High Impact Practice requirement established by the 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.*

**Linked Course:** *Course section is linked to other course sections that are grouped as a common High Impact Practice experience for students enrolled in the course section.*

**Required Course Code:** *Course section meets a High Impact Practice requirement established by the 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.

**Appendix C**  
**Dual Enrollment**  
**Admissions Requirements**  
**Memorandum**

Subject: Dual Enrollment Admissions Requirements

To: Faculty Senate

From: Office of Admissions

Date: 02/01/2022

Below, please find the proposed admission requirements for dual enrollment admissions. To better serve our community, the Office of Admissions, with support from the Vice President of Enrollment Management, Kimberly Scranage, supports the following changes. The following admission requirements will help ensure our institutions remain competitive within our tier. With guidance from the University System of Georgia, our office can support the following requirements. Additionally, students who fit these criteria have proven, not only to the System of Georgia, but also, the Office of Admissions, that these students will be successful in their academic endeavors. Our peer institutions have the same opportunity afforded to their students. Their students are able to take advantage of the ACCUPLACER for admission into their dual enrollment programs. As of today, UWG does not allow the ACCUPLACER as an alternative for admission into our dual enrollment program. The proposed requirements below will allow our office to follow our peer institutions and allow the office to admit students who are academically qualified. Below, you will find our proposed admission requirements, along with our current admission requirements.

**Proposed:**

*11th and 12th Grade Dual Enrollment Requirements*

GPA: 3.0,

SAT Composite: 1050 or ACT Composite: 20

SAT EBRW: 480 or ACT English or Reading: 17

SAT Math: 440 or ACT Math: 17

Accuplacer Reading: 237, Math: 258, WritePlacer: 4

*10th Grade Dual Enrollment Requirements*

GPA: 3.0

SAT Composite: 1200 or ACT Composite: 26

SAT EBRW: 480 or ACT English or Reading: 17

SAT Math: 440 or ACT Math: 17

**Current:**

*11th and 12th Grade Dual Enrollment Requirements*

GPA: 3.0,

SAT Composite: 1050 or ACT Composite: 20

SAT EBRW: 480 or ACT English or Reading: 17

SAT Math: 450 or ACT Math: 17

*10th Grade Dual Enrollment Requirements*

GPA: 3.5

SAT Composite: 1250 or ACT Composite: 25

SAT EBRW: 630 or ACT English or Reading: 26

SAT Math: 670 or ACT Math: 26

Should the faculty senate have any questions, comments, or concerns about the above criteria, please feel free to direct those to Dillon Montes de Oca, Interim Director of Admissions.

Thank you for your time and consideration.

Office of Undergraduate Admissions