

Academic Policies Committee

Meeting Agenda

3 February 2022 12:00 PM

- I. Welcome: Roll Call
- II. Action Items:
 - a. **Elect a committee chair for 2022-2023**
 - b. Approval of HIPs criteria for Service Learning
 - c. History Program: Eliminate History Exemption exam options for students
 - d. Calendar Change: Proposal to shorten Summer Session II by one week (end 1 week earlier) starting summer 2023
- III. New Business
 - a. Grade Appeals Process: Ensuring consistency across student and faculty resources
- IV. Adjourn

Jennifer Edelman is inviting you to a scheduled Zoom meeting.

Topic: APC Meeting

Time: Feb 3, 2022 12:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

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Course Attributes for High Impact Practices (HIPs) Service-Learning Attributes November 2021

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 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 Association of American 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

Service-Learning (SL) 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 service-learning. The SL course designation would allow students to identify courses in the schedule of classes in Banner that include an undergraduate research component. The attributes would also enable faculty to list courses that have received a SL 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 Service-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.

Institutional History of Service-Learning at the University of West Georgia

Service-Learning was the first High Impact Practice to be officially recognized by the University of West Georgia and the first to have attributes assigned to courses in Banner. The Service-Learning Campus Committee, chaired by Dr. Tami Ogletree, drafted a formal definition and criteria for Service-Learning that was submitted to the Strategic Planning Committee and

approved by the [Faculty Senate](#) on 12/4/2015 (See Appendix C). The definition and criteria approved by the Faculty Senate in 2015 are included below:

Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.

The Instructor is equipped with knowledge and resources to ensure that:

The need is identified by the community being served.

Students engage in critical reflection.

The service is aligned with student learning outcomes for which the student receives academic credit.

It is a mutually beneficial partnership that balances student learning with service to the community.

With this approved definition and criteria in place, UWG implemented a process (beginning in 2016) through which faculty could submit a course to receive a Service-Learning attribute in Banner.

In meeting the new USG guidelines for assigning HIPs attributes in Banner, UWG retains and affirms the essential elements of the original definition and criteria approved in 2015. The only significant difference involves a secondary attribute which will be assigned to all approved SL courses to identify the range of contact hours that students will be engaged in Service-Learning (see Appendix B). UWG will require all courses that receive the SL attribute to engage students in a minimum of eleven (11) service-learning contact hours.

Courses that already have been through the approval process and that have received the SL attribute will not have to go through the approval process again. However, they will be asked to submit an updated syllabus and indicate the number or range of required service-learning so that the appropriate USG SL attribute can be assigned.

Service-Learning Definition

Service-learning can be defined as “a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bingle, Hatcher, & McIntosh, 2006, p.12). The University of West Georgia defines service-learning as a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities. In addition, the Instructor is equipped with knowledge and resources to ensure the following:

- The need is identified by the community being served.
- Students engage in critical reflection.
- The service is aligned with student learning outcomes for which the student receives academic credit.
- It is a mutually beneficial partnership that balances student learning with service to the community, with community partners and faculty collaboratively planning service-learning projects.

Criteria for Service-Learning

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

1. Identification of service-learning site(s) for student participation that aligns with course content, learning outcomes, and material in a co-curricular fashion, intentionally designed by the faculty.
2. A minimum of 10 hours of service-learning participation required in community required by the course, at the sponsored site, outside of the classroom. These hours of service completed by students qualify as the “contact hours” identified by USG.
3. An integration of student service-learning experiences within course content (i.e., students share experiences and/or progress within service-learning sites as the semester progresses).
4. A culminating course-required activity (e.g., paper, presentation) whereby students are expected to combine course content and material with their service-learning experience in a critically reflective manner.

Process for Having a Course Designated as a SL Level course

The campus LEAP West Faculty Committee will periodically throughout the year issue invitations for faculty to submit courses to receive the SL designation. As part of this process, faculty would submit an application form (see appendix B) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to the SL criteria (see appendix B), recommend changes to the syllabus to fully meet the criteria, and recommend a SL 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.

Examples of Learning Outcomes for Courses Designated as Service-Learning Courses

To receive the SL attribute, a course must include at least one learning outcome that defines how SL 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 SL objective. Below are examples of learning outcomes in order to meet SL criteria for a course:

SL Learning Outcome Example 1: Students will engage in at least 10-15 hours of co-curricular service-learning within their instructor-approved service-learning site related to child and adolescent development.

SL Learning Outcome Example 2: Students will engage in dialogue with faculty and peers evidencing an integration of course content with their service-learning experiences.

limitedly
moderately
extensively

The student will provide written evidence of understanding of disciplinary method:

Not at all
Limitedly
Moderately
Extensively

The student will provide explanation of service-learning experience and integration of course content:

Not at all
Limitedly
Moderately
Extensively

What is the service-learning outcome associated with the course?

Appendix B

University System of Georgia Service-Learning Criteria and Coding Guidelines

Identifying Service-Learning Courses 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.

Guidelines for Qualifying a Service-Learning Course 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 Service-Learning course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institutional representatives involved in the implementation of Service-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:

1. Identification of service-learning site(s) for student participation that aligns with course content and material in a co-curricular fashion, intentionally designed by the faculty.
2. A minimum of 10 hours of service-learning participation required in community required by the course, at the sponsored site, outside of the classroom. These hours of service completed by students qualify as the “contact hours” identified by USG.
3. An integration of student service-learning experiences within course content (i.e., students share experiences and/or progress within service-learning sites as the semester progresses).
4. A culminating course-required activity (e.g., paper, presentation) whereby students are expected to combine course content and material with their service-learning experience in a critically reflective manner.

Characteristics of Service-Learning Courses as a High Impact Practice

- Field-based “experiential learning” with community partners.
- Direct experience with issues students are studying in the curriculum
- Ongoing efforts to analyze and solve problems in the community.
- 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 Service-Learning Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of Service Learning courses 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 as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for a Service Learning course as a High Impact Practice, each

institution will develop its own criteria qualifying a course. The final decision for approving a Service Learning Course 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 Service-Learning Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZSLP	Service-learning course meets institution's criteria as a High Impact Practice for Service-Learning

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

Code	Description
ZSL1	Service-learning courses that require 10 or less hours of service
ZSL2	Service-learning courses that require 11-20 hours of service
ZSL3	Service-learning courses that require 21-50 hours of service
ZSL4	Service-learning courses that require 51 or more hours of service

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

Code	Description
ZHIR	Course 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 Service-Learning experience courses.

Primary Code

Service-Learning course meets institution's criteria as a High Impact Practice for Service-Learning

Contact Hour Code

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

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

Service-Learning Definition and Criteria

Approved by the [Faculty Senate](#), 12/4/2015

Committee VI: Strategic Planning Committee (Heather Mbaye, Chair)

Action Item:

A) The Strategic Planning Committee recommends the adoption of the following definition, created by a committee under the guidance of Tami Ogletree and Melanie McClellan.

Service Learning

Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.

The Instructor is equipped with knowledge and resources to ensure that:

The need is identified by the community being served.

Students engage in critical reflection.

The service is aligned with student learning outcomes for which the student receives academic credit.

It is a mutually beneficial partnership that balances student learning with service to the community.

In the discussion on this item, Dr. Ogletree explained that having a University definition of service learning is a necessary first step before applying to be a Service Learning institution (Community Engagement Classification, administered by Carnegie). After this, they will plug courses in, have a database, etc. Students get certification if they take enough courses. It was noted that service learning is tied to a course, not a program. This initiative is intended to help with RPG (retention, progression, graduation).

Item approved unanimously by voice vote.