

Course Attributes for High Impact Practices (HIPs)
Undergraduate Research/Creative Project Attributes
Approved by the UWG Faculty Senate, December 3, 2021; Updates approved March 17, 2023

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 Undergraduate Research (UR) 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 undergraduate research or creative projects. The UR course designation would allow students to identify courses in the schedule of classes in Banweb that include an undergraduate research/creative project component. The attributes would also enable faculty to list courses that have received an UR 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 undergraduate research/creative project 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.

Undergraduate Research/Creative Project Definition:

In 2022, the [Council on Undergraduate Research](#) updated its definition of undergraduate research to read: "A mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge."¹ The University of West Georgia defines undergraduate research as an inquiry, investigation, or creative endeavor by an undergraduate student that enhances the student's

knowledge or advances the student's creative abilities and contributes in a meaningful way to the student's chosen discipline.

Identifying Undergraduate Research/Creative Projects

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for undergraduate research/creative project and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix C).

Acknowledging that the kind of research/creative project that a student does in a 2000-level course might be very different from the kind of research/creative project a student does in a 4000-level course, we would have different codes indicating different levels and complexity of process and outcomes (UR1, UR2, UR3, UR4).

Initially, faculty/programs would need to submit their courses to receive the designation of an UR1, UR2, UR3 or UR4 course. Once a course has been approved for that designation, it would be listed in the schedule of courses with that designation in a similar way that CACSI designates Discipline Specific Writing courses.

Process for Having a Course Designated as a UR Level course:

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

Possible Learning Outcomes for Courses to be designated as Undergraduate Research/Creative Project courses: To receive the UR attribute for any level, a course must include at least one learning outcome that defines how UR 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 UR objective. Below are *examples* of learning outcomes for each UR level:

UR1: The second learning objective for the XIDS 2002 course lends itself to undergraduate research preparation. "Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem." This would mean that all students who take this course could receive an undergraduate research/creative project designation in being prepared through the course to undertake an extended project.

UR2: Students will demonstrate an understanding of the application of a research method or creative process to a real-world issue or problem.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

¹ https://www.cur.org/council_on_undergraduate_research_issues_updated_definition_of_undergraduate_research/

Appendix A
Course Approval for Undergraduate Research/Creative Project Designation

Name of person responsible for this submission:

Program (e.g. Chemistry):

Program Coordinator (if applicable):

Department:

Department Chair:

Course Number (e.g. ENGL 1101):

Course Title:

Brief Course Description:

Learning Outcomes for the Course:

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

Is approval being sought for all sections or specific sections?

If approval is being sought for specific sections, please provide the relevant CRNs if possible.

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

Investment of Time: Fewer than 30 hours 31-50 hours 51-100 hours 101 or more hours (Investment of time refers to the amount of time the student is expected to put into the research/creative project component of this course. This is not limited to in-class time, but includes time the student might spend working on a project outside of class).

Dissemination of resulting project:

Shared with a small group

Shared in class

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

Publicly shared (publication)

Is student reflection upon the project, methods, process, or results required? Yes No

Faculty Feedback:

None

General and Limited

Specific to course project but not iterative

Specific to course project and iterative

Extensive, specific, and iterative

The student is required to engage in a literature review or with the work of other scholars or creators in the field:

Not at all

limitedly
moderately
extensively

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

Not at all
Limitedly
Moderately
Extensively

The student will provide explanation of clear real-world application of research or creative processes:

Not at all
Limitedly
Moderately
Extensively

Does the course include any of the following Learning Outcomes:

UR1: Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.

UR2: Students will demonstrate and understanding of the real-world application of a research method or creative process.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix B
Undergraduate Research/Creative Project Designation Matrix

Designation	Investment of Time	Dissemination of resulting project	Required student reflection	Faculty feedback	Learning Outcome
UR-1	Fewer than 30	Shared with small group	Yes	some	Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become lifelong active learners who can focus on a contemporary and/or enduring topic, question, or problem.
UR-2	31-50	Shared in class	Yes	Specific to course project	Students will demonstrate an understanding of the real-world application of a research method or creative process.
UR-3	51-100	Publicly Shared	Yes	Specific to course project and iterative	Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.
UR-4	101 or more	Publicly Shared	Yes	Extensive, specific and iterative	Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix C
University System of Georgia
Undergraduate Research Criteria and Coding Guidelines
Identifying Undergraduate Research 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 an Undergraduate Research 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 an Undergraduate Research course 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 Undergraduate Research 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 Undergraduate Research Courses as a High Impact Practice

- Key concepts and questions in the course are connected to students' early and active involvement in systematic investigation and research.
- Students are involved in actively contested questions, empirical observation, cutting edge technologies, and the sense of excitement that comes from working to answer important questions.
- 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 Undergraduate Research Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of Undergraduate Research 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 an Undergraduate Research course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving an Undergraduate Research 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 Undergraduate Research Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZURP	Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research

Contact Hour Codes: Include code indicating number of hours student is engaged in Undergraduate Research, if applicable

Code	Description
ZUR1	Research or creative project requires 30 or less contact hours
ZUR2	Research or creative project requires 31-50 contact hours
ZUR3	Research or creative project requires 51-100 contact hours
ZUR4	Research or creative project requires 101 or more contact hours

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

	Description
ZHIR	Course 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 Undergraduate Research experience courses.

Primary Code

Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research

Contact Hour Code

Number of hours student is engaged in Undergraduate Research 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.