

Identifying Diversity-Global 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.¹

Guidelines for Qualifying a Diversity Global 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 Global Learning 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 Global 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 Global Learning Courses as a High Impact Practice²

- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.
- Intercultural studies are often augmented by experiential learning in the community and/or by study abroad.
- 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
- 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 Global Learning Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of Diversity/Global 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

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

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

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 Diversity/Global Learning course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving a Diversity/Global Learning Course as a High Impact Practice rests at the institution-level.

The Diversity/Global Learning attribute is intended to capture course-based, non-mobility features that emphasize global and cultural learning. Courses associated with this attribute may fall under “internationalization at home” or as part of a diversity or human rights curriculum focus. Course includes elements that explore culture, life experiences, and worldviews different from current U.S. dominant culture. The course addresses U.S. diversity, world cultures that included differences such as race, ethnicity, gender or human rights, freedom and power (<https://www.aacu.org/trending-topics/high-impact>).

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 Global Learning Courses will include the following categories

Primary Codes: All HIPs must have one primary code

Code	Description
ZDGP	Diversity/Global Learning course section meets institution's criteria as a High Impact Practice for Diversity Diversity/Global Learning

Required Course Code: For each course section that meets definition, if applicable

Code	Description
ZDUS	The majority (or all) of the exploration around differences are in the context of the United States
ZDIL	The majority (or all) of the exploration around differences are in the context of the broader global community.

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 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.
- Each course section must have one duration code, where applicable. If not applicable, leave blank.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Global Learning experience courses.

Primary Code

Diversity-Global Learning course meets institution's criteria as a High Impact Practice for Diversity-Global Learning. *Course includes elements that explore culture, life experiences, and worldviews different from current U.S. dominant culture. The course addresses U.S. diversity, world cultures that included differences such as race, ethnicity, gender or human rights, freedom and power (<https://www.aacu.org/trending-topics/high-impact>). This element is intended to capture non-mobility features that emphasize global and cultural learning.*

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.

Required Course Code

Course section includes a study away or study abroad experience, if applicable

Course requires a study away or study abroad component.

The USG may add additional codes, as necessary.