

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.

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

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.



- Each course section must use all required course codes if the course meets the criteria associated with the code.
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