

Identifying Capstone Courses as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?

The American Association of Colleges & Universities 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 Capstone Course as a High Impact Practice

Capstone Courses as a High Impact Practice

Project near the end of student's college years that integrates and applied what they have learned in general education and/or their program of study.

Acceptable projects include, but are not limited to:

- o Research paper
- o Performance
- o Portfolio of "best work"
- o Exhibit of artwork

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 work 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

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Institutions have the sole authority to establish a process and criteria for the review of Capstone 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 consistency.

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

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