

**College of Education Graduate Programs
High-Impact Activities Summary
August, 2019**

Create opportunities for all graduate programs to include high-impact activities that support attainment of graduate learning outcomes.

	Rehabilitation and Mental Health Counseling	Interpreting	Deaf and Hard of Hearing Educator	Master of Arts in Teaching	Special Educator	Master of Science in Education	Information Technology
"Learning community or some other formal program where groups of students take two or more classes together;	All courses taken as a cohort building community, collaboration, and development of professional dispositions.	All courses taken as a cohort building community, collaboration, and development of professional dispositions.	All courses taken as a cohort building community, collaboration, and development of professional dispositions.	All courses taken as a cohort building community, collaboration, and development of professional dispositions.	All courses taken as a cohort building community, collaboration, and development of professional dispositions.	Not cohort driven	Not cohort driven
Courses that included a community-based project (service-learning)	None required	None required	None required	None required	None required	None required	None required
Work with a faculty member on a research project; Internship, co-op, field experience, student teaching, or clinical placement;	Extensive clinical experience required including supervision by a faculty member.	Completion of an extensive thesis, under the direction of a faculty mentor, that is published in Digital Commons.	Extensive clinical experience required including supervision by a faculty member.	Extensive clinical experience required including supervision by a faculty member. Action Research project under the guidance of a faculty member.	Extensive clinical experience required including supervision by a faculty member.	Many students choose to complete a project or thesis under the direction of a faculty mentor.	All students work closely with faculty to develop a portfolio of applied work demonstrating their skills and knowledge.
Study abroad;	None required	Interpreting students have been joining Dr. Elisa Maroney and other Interpreting faculty in providing professional development in	Deaf Education students have joined Dr. Patrick Graham in Ghana providing professional development for deaf educators in Africa.	None required	None required	None required	None required

		Ghana over the last two years.					
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)"	<p>Oral defense of culminating project requiring synthesis across courses and application of skills and knowledge in authentic settings.</p> <p>Certified Rehabilitation Counseling certificate earned.</p>	<p>Portfolio and thesis presentations in public settings requiring application of skills and knowledge.</p> <p>Completion of EIPA national assessment of Interpreter skills.</p>	<p>All students complete a 2-week performance assessment called the Teacher Work Sample and requires synthesis across courses.</p> <p>Oregon teaching license earned.</p>	<p>All Action Research projects are presented publicly as part of a "defense" of their work.</p> <p>Oregon teaching license earned.</p>	<p>Culminating student portfolios require reflection on program standards and professional expectations.</p> <p>Oregon teaching license earned.</p>	<p>All students complete either a project, thesis, or comprehensive exams that requires synthesis across courses.</p>	<p>An extensive portfolio is required demonstrating mastery of program outcomes and alignment of these outcomes to students career goals.</p>