

# IHE Master's Performance Report

High Point University

2013 - 2014

---

## Overview of Master's Program

The School of Education is currently authorized to deliver two MAT programs (Master of Arts in Teaching) in Elementary Education (K-6) and Secondary Mathematics (9-12). Both programs of study are 45 hours with a 36-semester hour Phase I that leads to the initial teaching license following a successful clinical internship. In Phase I both MAT programs require candidates to complete the electronic evidences that demonstrate proficiency for the initial license. Candidates completing the first 36 hours may elect to move to Phase II of the program which includes an additional nine hours of graduate coursework and a capstone experience. During Phase II candidates are required to complete the advanced level evidences that lead to the MAT degree. Additionally the School of Education is authorized to deliver three additional M.Ed. programs in Elementary Education (K-6), Special Education and Secondary Mathematics. The 36 hour Elementary Education M.Ed. programs now allow candidates to choose from three concentration options--the literacy concentration and the content concentration and the STEM (Science-Technology-Engineering-Math). The selection of the literacy concentration includes 18 hours of specialized coursework and a literacy practicum that can be completed in the candidate's classroom or during the School of Education's Reading Clinic during the summer. Candidates completing the literacy concentration may also elect to take the Praxis II Reading Specialist Exam. The content concentration allows candidates to choose courses that are more broadly based in content including reading, science, social studies and mathematics. Finally, the STEM concentration includes 18 hours of specialized coursework in science, technology, mathematics, and robotics. Similar to the literacy concentration, the STEM concentration allows candidates to complete a practicum experience during the May term or during a summer enrichment LEGO camp experience hosted by the School of Education for elementary students. The M.Ed. program in Elementary Education offers current undergraduate students majoring in elementary education with a B.A. to M.A. option. The B.A. to M.A. program allows advanced undergraduate students to enroll in nine credit hours (three courses) of graduate level coursework during their final year of study. Upon receipt of their B.A. degree these students apply to the graduate school and continue taking courses in the summer and into their fifth year of study. The M.Ed. in Special Education is a 36-hour degree program with a concentration in Intellectual Disabilities. The special education program includes coursework in transition planning, building self-determination, and collaboration with parents, families, and community agencies. Finally, the M.Ed. program in Secondary Mathematics is a 36 semester hour program that includes 15 hours of advanced content coursework in mathematics, 15 hours in education and a six hour capstone experience that includes a specialized seminar course offered through the Department of Mathematics on teaching mathematics in high school, community college settings and post secondary settings. All M.Ed. graduate programs

include a core course in developing leaders for 21<sup>st</sup> century schools (EDU 5060), advanced instructional technology (EDU 5010), using data to make instructional decisions (EDU 5166), and diversity in education from a societal perspective (EDU 5040).

## **Special Features of Master's Program**

The School of Education continues to offer a B.A. to M.A. option for advanced undergraduate students majoring in elementary education for the M.Ed. program in Elementary Education. Unique to these programs are the inclusion of practicum experiences which are designed to allow candidates opportunities to practice strategies for working with K-6 students in literacy and/or STEM. The STEM program of study provides practicum options for May term trips such as to the NASA Space Camp in Huntsville, Alabama. Future trips have been planned to Denmark which is the center for LEGO. The elementary faculty member currently coordinating this concentration serves as a member of the LEGO Global International Panel. The literacy-based practicum allows candidates to complete this experience in their own classrooms or to work during the summer months at a reading/literacy clinic for area school-aged elementary students which is currently funded through a grant received by the High Point Community Foundation.

Adding the 18-credit hour literacy concentration is aligned to most school districts literacy goals and affords candidates the option of also taking the Reading Specialist Praxis II Exam. To date, 100% of all program completers who have opted to take the Praxis II Reading Specialist exam have passed. Additionally, those completing the M.Ed. in Elementary Education with a literacy concentration are invited to join the Literacy Support Group which continues to meet monthly to discuss issues related to literacy education and policy. The networking of this 50+ member group has provided continued support for literacy educators as well as nurturing the collaboration between High Point University and the surrounding school districts.

The M.Ed. in Intellectual Disabilities focuses on transition planning and advocacy for working with parents and community agencies who serve this population. Plans are currently underway to develop a B.A. to M.Ed. program for undergraduate students who complete the Adaptive License K-12 to be able to continue their advanced study through the masters program at High Point University. The School of Education is currently preparing the Blueprint to request temporary authorization for the initial Adaptive License. The B.A. to M.Ed. program will be developed once this temporary authorization has been granted by DPI.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	64
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>66</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	1	4
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education		
Special Service Personnel		
<b>Total</b>	<b>1</b>	<b>4</b>
Comment or Explanation: The four candidates in our MAT program were teaching in a lateral entry position while enrolled in the program.		

**C. Quality of students admitted to programs during report year.**

<b>Masters</b>	
MEAN GPA	3.52
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	2.53
NUMBER EMPLOYED IN NC SCHOOLS	34
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license <b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		30		
Middle Grades (6-9)				
Secondary (9-12)		1		
Special Subject Areas (K-12)				
Exceptional Children (K-12)		1		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>32</b>		
Comment or Explanation:				

**E. Scores of program completers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2012 - 2013 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Math (9-12)	1	*
Institution Summary	1	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	23	0	1	1	1	0
Masters-First Awarded	0	3	0	1	1	1
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation: The 23 candidates that completed the program in 3 semesters are individuals that were enrolled in our B.A. to M.Ed. program.						