

2015-2016

IHE Masters Performance Report

High Point University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

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 a practicum prior to the Clinical Internship as well as 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 allows candidates to choose from three concentration options--the literacy concentration, 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, engineering, 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 science camp hosted by the School of Education for students in grades K-8. 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. A B.A. to M.Ed. option is also now available for candidates who choose to complete the Adapted Curriculum licensure program, effective January 2015. 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 21st 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.Ed. option for advanced undergraduate students majoring in elementary or special 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. The elementary faculty member currently coordinating this concentration serves as a member of the LEGO Global International Panel. The program also includes a strand of the “*Engineering is Elementary*” program. 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 funded through a grant received by the High Point Community Foundation. This grant has been refunded for summer 2016.

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.

The M.Ed. in Intellectual Disabilities focuses on transition planning and advocacy for working with parents and community agencies who serve this population. The School of Education received authorization to deliver the Adapted Curriculum initial licensure program in January 2015 and candidates may opt to continue their study by enrolling in the B.A. to M.Ed. program for Intellectual Disabilities. Partnerships with schools such as Haynes Inman Education Center in Jamestown allows graduate students additional opportunities for practical experiences. The current principal of the school also serves as an adjunct for the School of Education and therefore

strengthens this partnership. Crisis Prevention Certification (CPI) is also embedded into the current M.Ed. program.

I. 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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	23
	Other	0	Other	0
	Total	2	Total	26
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	
	Total		Total	

B. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	16	6		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
Total	16	6	0	0

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

Measure	Graduate
MEAN GPA	3.54
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	0.4
NUMBER EMPLOYED IN NC SCHOOLS	10
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
n/a	n/a	n/a
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	4	4
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	4	4
	0	0
Comment or Explanation:		

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	16	0	3	2	1	0
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						