

# IHE Master's Performance Report

## High Point University

2005 - 2006

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### Overview of Master's Program

The School of Education at HPU currently has temporary authorization to deliver three graduate degree programs. The Master of Education (M.Ed) in Educational Leadership is designed to prepare experienced K-12 teachers to serve as educational leaders. The program requires 36 semester hours including six hours in internship. Following completion of the required program of study, candidates must make a satisfactory score on the School Leaders Licensure Assessment in order to be licensed by DPI. The curriculum in the Educational Leadership program provides 15 semester hours of core courses including Advanced Educational Psychology, Trends and Issues in Education, Curriculum Development, Methods of Educational Research and Working With Diverse Learners. Within the 21 hours of Specialty Area coursework candidates receive preparation in the principles of school administration and leadership, school law and ethics, school budget and finance, supervision of instruction, and internship opportunities. The Master of Education (M.Ed.) in Elementary Education builds on the most current knowledge of best practice relevant in teaching grades K-6. The program emphasizes a 21st Century model of teaching and learning in its 36 semester hours which includes core, instructional courses, and a six semester hour capstone experience. The 15 semester hours of Instructional Courses include advanced study of reading methodologies, integration of instruction, social studies, mathematics, and science. The capstone coursework provides candidates with the option of a thesis or a product of learning which can include National Board Certification. A comprehensive examination which covers the twelve broad themes of the elementary graduate degree program is required. Lastly, the Master of Education (M.Ed.) in Special Education with a concentration in Mental Disabilities is a 36 hour degree program which includes core, specialty area coursework, and options for an internship, thesis or product of learning. Specialty area coursework includes advanced study in assistive technology, curriculum development for students with mental disabilities, occupational and transition programs for secondary students with mental disabilities legal and ethical issues and the multisensory teaching of reading to students with disabilities. In the M.Ed. graduate degree program in Special Education individuals are also required to take a comprehensive examination. Two of the graduate degree programs (M.Ed. in Educational Leadership) and the M.Ed in Special Education) allows for an individual to also add the license in Program Director for Exceptional Child Services by choosing three additional courses (9 semester hours) from the other program of study. For example, an individual who completes the M.Ed. in Special Education may take three additional courses in Educational Leadership (EDU 510: Educational Leadership, EDU 515: Supervision of Instruction, and EDU 513: School Budgets, Finance and Facilities) for the add-on license in Program Director for Exceptional Child Services.

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

The School of Education currently has temporary authorization to deliver the M.Ed. programs in Elementary Education, Educational Leadership, and Special Education: Mental Disabilities. Each of these three graduate programs is 36 hours of semester in length and has options for candidates to complete an internship, thesis or product of learning during the last six hours of study. In the Elementary Education M.Ed. program, candidates have the option of completing their requirements for National Board Certification and may earn up to six hours of graduate credit for the process of assembling the portfolio and being awarded the National Board Certificate. The M.Ed. in Educational Leadership offers several special features including the option of completing coursework during two consecutive summer sessions followed by one year of clinical practice. The Summer Study program options permits flexibility and offers candidates the option of not taking classes during the regular academic terms. Additionally the program in Educational Leadership allows interested candidates to also pursue the license in Program Director for Exceptional Children Services by adding three additional courses from the current course offerings in the Special Education: Mental Disabilities program of study. The M.Ed. program in Educational Leadership has also provided an optional mentor opportunity for interested graduates to work.

## 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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	6
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>
Part 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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)	1	1
Other		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.57
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

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

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

**E. Scores of student teachers on professional and content area examinations.**

	2004 - 2005 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	Less than 4 Test Takers or Tests Not Required	

**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 Degree				4		
Comment or Explanation						

**G. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer
Number of Surveys Mailed	*	*

\* Program has not yet produced any completers.