

IHE Master's Performance Report

High Point University

2007 - 2008

Overview of Master's Program

The School of Education at HPU currently has 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. Currently, the program requires 36 semester hours including six hours of 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 Instructional Technology for the 21st Century, 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. Two additional graduate degree programs currently have temporary authorization. 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 also 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. The M.Ed. program in Special Education also requires a comprehensive examination. In February of 2008 the School of Education hosted its continuing accreditation visit by NCATE and DPI and recommendations concerning the lifting of temporary authorization for both the M.Ed. in Elementary and Special Education are pending. Two of the graduate degree programs (M.Ed. in Educational Leadership) and the M.Ed. in Special Education) allow 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.

Special Features of Master's Program

The School of Education currently delivers the M.Ed. program 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. The School of Education also now offers the 21 hour add-on license in Educational Administration which requires five specialty courses and two consecutive semesters of internship. Candidates who complete the program of study in Educational Leadership or the add-on license in Educational Administration may continue to register for continuing renewal credit opportunities sponsored by the SOE at no charge. Candidates who complete the program of study in Educational Leadership can also choose to add the license in Program Director for Exceptional Children Services by adding three courses from the current course offerings in the Special Education: Mental Disabilities program of study. The Elementary Education M.Ed. program provides candidates with the option of completing their requirements for National Board Certification and they may earn up to six hours of graduate credit for the process of assembling the portfolio and being awarded the National Board Certificate. The School of Education has currently submitted a proposal to deliver a 5th Year Elementary M.Ed. Program which is pending approval from SACS.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	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
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	1	Total	17
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
	Total	0	Total	0

Part Time				
	Male		Female	
Graduate First License	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
	Total	0	Total	0
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
	Total	0	Total	0
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
	Total	0	Total	0

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.33
MEAN MAT New Rubric	392
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	745
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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 First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)	0	0	0	0	0	0
Elementary (K-6)	0	0	2	1	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0
Total	0	0	2	1	0	0
Comment or Explanation						

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

2006 - 2007 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

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	0	0	0	1	1	1
Masters-First Awarded	0	0	0	0	0	0
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						
One candidate in the Full Time MSA Degree Program was called to active duty and withdrew from the program temporarily. All calculations include summer study which has been counted as an additional semester. Candidates in the Elementary and Special M.Ed. Programs must register for Product of Learning or Thesis Continuation until these capstone experiences are complete and this has contributed to the additional semesters of study.						

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
quality of teacher education program.	*	*
connect subject matter and learner's needs.	*	*
implement research-based approaches.	*	*
assume leadership roles.	*	*
facilitate learning for diverse students.	*	*
engage in continuous professional development.	*	*
Number of Surveys Received	*	1
Number of Surveys Mailed	1	1
* Less than five responses received. They will be added to next year's responses.		