

# IHE Master's Performance Report

High Point University

2009 - 2010

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## Overview of Master's Program

The School of Education is currently authorized to deliver two masters degree programs in Elementary Education K-6 and Special Education with a concentration in Intellectual Disabilities. Both newly revised programs focus on 21st century skills needed by all teachers including leadership, technology (including assistive technologies), content expertise, and collaboration with family, school, and community personnel and resources. As part of this revisioning process, both programs were modified to include a required core course in distributed leadership. The M.Ed. Program in Elementary Education allows candidates to select between a concentration of specialized coursework in either literacy or content. Literacy coursework includes Reading Methods and Strategies, Diagnosis and Assessment of Reading, Foundations of Writing Instruction, Literacy Across the Curriculum and Literature for Children and Adolescents. A capstone experience which includes a Supervised literacy practicum requires candidates to generate an action research project in literacy using their present classroom situation is required. The second concentration includes traditional coursework in all four content areas in science, social studies, mathematics, and reading/literacy. Additionally, coursework in content integration and a final capstone experience in which the candidate either produces a product of learning or a thesis is required. The M.Ed. in Elementary Education was expanded in 2009-2010 to include a 5th Year program of study option for current elementary education majors. The 5th Year Program allows advanced undergraduate students to enroll in 9 credit hours of graduate level coursework during their final year of study. The Master of Education (M.Ed.) in Special Education with a concentration in Intellectual 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 assistive technology, curriculum assessment and planning for students with intellectual disabilities, occupational and transitional planning for secondary students. Curriculum courses have been revised to include coverage of the North Carolina Standard Course of Study, Standard Course of Study Extensions, and Occupational Course of Study and an emphasis is placed on the effective transition opportunities for persons with intellectual disabilities across the life span. In the spring of 2010 the School of Education received SACS approval to offer a Master of Arts in Teaching (MAT) in Elementary Education. This 45-hour program allows candidates to complete the requirements for the initial teaching license in elementary education during Phase I of the program. Phase II requires an additional 9 hours of coursework and leads to the MAT degree. The Blueprint for the MAT program was submitted on 7/1/10 to DPI for review.

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

The School of Education currently delivers the M.Ed. program in Elementary Education and Special Education: Intellectual Disabilities. In the spring of 2010 the School of Education accepted applications for the new 5th Year Program in Elementary Education and admitted 15 undergraduate students into this program which will begin in fall 2010. Adding the 15-credit hour literacy concentration has been broadly appealing to many new applicants and has been the focus of the new cohort model to deliver the M.Ed. in Elementary Education which will also begin in Lexington City Schools in the fall of 2010. The newly revised M.Ed. in Intellectual Disabilities focuses on transition planning. Four upper level instructional courses in the M.Ed. program will be offered every summer to recent graduates in special education as well as local teachers in the surrounding school districts. Scholarship money will be made available to graduates or teachers to participate in this summer program which is designed to offer non-degree seeking students with additional content knowledge at the graduate level in working with individuals with intellectual disabilities. Currently the School of Education is collaborating with the graduate faculty in Non-Profit Management to offer a module of four Intellectual Disabilities (ID) courses for those seeking the MA degree in Non-Profit Management. This option would be designed for individuals who are currently employed at various developmental agencies serving the ID population in the Triad. The School of Education recently received approval from SACS to offer the Master of Arts in Teaching (MAT) in Elementary Education has this blueprint is pending approval.

**II. CHARACTERISTICS OF STUDENTS**

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

Data was not provided for table.

**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)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		

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

Data was not provided for table.

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

Data was not provided for table.

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

	<b>2008 - 2009 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Institution Summary	No Test Takers in Areas Requiring Tests	

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On			1	1		1
Masters-First Awarded						
G Licensure Only	1					
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
<b>Comment or Explanation</b>						
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. One candidate in 2009-2010 completed the add-on license in the EC Program Administrator.						

**F. 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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.