

# IHE Master's Performance Report

High Point University

2010 - 2011

---

## 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 33 hour Elementary Education M.Ed. programs allows candidates to choose from two concentration options--the literacy concentration and the content concentration. The selection of the literacy concentration requires an intensive literacy practicum and action research project as the capstone experience. Candidates completing the literacy concentration may also elect to take the Praxis II Reading Specialist Exam. The content concentration allows candidates to choose a thesis or product of learning as their capstone experience. The M.Ed. program in Elementary Education also offers current undergraduate students majoring in elementary education with a 5th year option. The 5th Year 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 newly revised 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 revised graduate programs now include an additional core course in the strategies for empowering teachers for distributed leadership roles (EDU 5060).

## Special Features of Master's Program

The School of Education currently offers a fifth year option for advanced undergraduate students majoring in elementary education for the M.Ed. program in Elementary Education. Qualified candidates may enroll in 9 semester hours of graduate coursework during their senior and which applies toward the required 33 hours for the M.Ed. program. Adding the 15-credit hour literacy concentration has been broadly appealing to many new applicants and has been the focus of the new elementary cohort model which is now offered on-site in Lexington City Schools and Guilford County Schools beginning in the

fall of 2011. The literacy concentration is aligned to most school districts literacy goals and affords candidates the option of taking the Reading Specialist Praxis II Exam. To date, 100% of program completers have passed the Praxis II Reading exam and have had the Reading Specialist K-12 license added to their existing license in elementary education. The newly revised M.Ed. in Intellectual Disabilities focuses on transition planning. Four upper level instructional courses in the M.Ed. program are offered every summer to recent graduates in special education as well as local teachers in the surrounding school districts. Scholarship money made available through the School of Education is available to HPU 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. During 2010-2011 the School of Education graduate faculty in special education collaborated with 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.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	31
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>37</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	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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)		
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:		

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

<b>Masters</b>	
MEAN GPA	3.42
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	*
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		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)	1	4		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>1</b>	<b>4</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	No Test Takers	

**F. 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	2	2	
Masters-First Awarded						
G Licensure Only						
<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						
Comment or Explanation						
All calculations include summer study which has been counted as an additional semester.						

**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.**

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