

Master of Education in Educational Leadership

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The program for the Master of Education in Educational Leadership prepares experienced K-12 teachers to serve as educational leaders in 21st Century schools. It is intended to relate to the needs of educators in both theory and practice. It is designed for candidates who have a baccalaureate K-12 teaching license and at least three years of successful public/private school experience. The program requires 36 semester hours including a sequence of three internship experiences, totaling 7 credit hours. In order to be licensed by the state, candidates must demonstrate proficiency on a set of evidences which are aligned to the Education Leadership coursework and the internship experiences. Evidences will be evaluated by a faculty/public school review team at the conclusion of each internship experience. The curriculum provides foundations in the principles of school executive leadership and organizational management, strategies for improving school culture and using data for improvement.

Degree: Master of Education

Admission Terms: Fall (August); Spring (January); Summer (June)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: July 15, 2012 for Fall, November 15, 2012 for Spring and March 31, 2013 for Summer.

Application Requirements: Applicants must have a master's degree from a regionally accredited college; current K-12 teaching license; and a minimum of three years of teaching or professional educator experience.

Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- two professional reference reports on form provided;
- one principal recommendation on form provided;
- copy of current teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Comprehensive Exams: None

Class Time: 4:00 pm – 7:00 pm

Program of Study (36 semester hours)

Core Courses (14 hours)

EDU	5010	Advanced Instructional Technology for the 21st Century
EDU	5030	Methods of Educational Research
EDU	5040	Multicultural Education in a Diverse Society
EDU	5060	Developing Leaders in 21st Century Schools
EDU	5070	Trends & Issues in Education

Specialty Courses (22 hours)

EDU	5171	Strategies for Student Learning & Development
EDU	5172	Implementing Distributed Leadership for Teacher Empowerment
EDU	5173	Using Data for School Improvement
EDU	5174	Organizational Management and Legal Issues for 21st Century Schools
EDU	5271	Creating a Culture of School Success
EDU	5400	School Executive Internship I
EDU	5500	School Executive Internship II
EDU	5600	School Executive Internship III

Add-On License In Educational Administration

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Individuals who have been teaching or working in a public or private school setting for a minimum of three years and currently hold a master's degree from a regionally accredited college or university are eligible for the Add-On Licensure in Educational Administration program. Once all required courses are completed and the Educational Administration examination is passed, individuals would be eligible for the add-on license.

Degree: None

Admission Terms: Fall (August); Spring (January)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: July 15, 2012 for Fall and November 15, 2012 for Spring.

Application Requirements: Applicants must have a master's degree from a regionally accredited college; current K-12 teaching license; and a minimum of three years of teaching or professional educator experience.

Application Materials: Applicants must have a master's degree from a regionally accredited college; current K-12 teaching license; and a minimum of three years of teaching or professional educator experience.

Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- current teaching license; and
- principal recommendation on form provided.

A Graduate Record Examination (GRE) score report is not required.

Comprehensive Exams: None

Class Time: 4:00 pm – 7:00 pm

Program of Study (22 semester hours)

EDU	5171	Strategies for Student Learning & Development
EDU	5172	Implementing Distributed Leadership for Teacher Empowerment
EDU	5173	Using Data for School Improvement
EDU	5174	Organizational Management and Legal Issues for 21st Century Schools
EDU	5271	Creating a Culture of School Success
EDU	5400	School Executive Internship I
EDU	5500	School Executive Internship II
EDU	5600	School Executive Internship III



“The Master of Education in Educational Leadership program at High Point University is phenomenal. Not only do students receive the most current research-based instruction, but they also receive top of the line customer service. The professors are extremely knowledgeable, and it is evident that they truly love their job. They incorporate relevant materials/opportunities in their courses so students can experience realistic examples that exist in all facets of education. Due to the structure of the program, I have been able to continue working while furthering my academic career. Thank you High Point University for allowing me the opportunity to become a member of your community of graduate students.”

- Wendy Klutz, Educational Leadership Graduate 2011

The program for the Master of Education in Elementary Education builds on the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching grades K-6. The program is designed for candidates who have a baccalaureate K-6 teaching license or who will receive a K-6 teaching license before the end of the first term of graduate enrollment. The program requires comprehensive examinations and 33-34 hours (i.e., professional core (14 hours), literacy or content-based instructional courses (14 hours), and a capstone experience (5-6 hours) which includes an intense literacy practicum, thesis option, or product of learning). The capstone experience also includes a research methodology course which serves as the prerequisite experience for the practicum, thesis, or development of the product.

Degree: Master of Education

Admission Terms: Fall (August); Spring (January); Summer (June)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: July 15, 2012 for Fall, November 15, 2012 for Spring and March 31, 2013 for Summer.

Application Requirements: Applicants must have a four-year bachelor's degree from a regionally accredited college and an acceptable GPA (3.0 or higher on a 4-point scale). For applicants with teaching licenses in other areas, successful completion of the Praxis II exam in Elementary Education must be submitted to the School of Education by completion of the first 6 hours of graduate course work. An admission decision takes into consideration the applicant's GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript showing an earned baccalaureate degree in Elementary Education K-6, and official transcripts from all other previously attended colleges (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports on form provided;
- copy of current teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Dr. Dustin Johnson
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Prerequisite Work: None **Comprehensive Examinations:** Yes

Class Time: 4:00 pm – 7:00 pm

Program of Study (33-34 semester hours)

Core Courses: (14 hours)

EDU 5010	Advanced Instructional Technology for the 21st Century
EDU 5020	Curriculum Development
EDU 5040	Multicultural Education in a Diverse Society
EDU 5060	Developing Leaders in 21st Century Schools
EDU 5070	Trends & Issues in Education

Instructional Courses: Literacy Concentration (14 hours)

EDU 5131	Literature for Children & Adolescents
EDU 5132	Foundations of Writing Instruction
EDU 5134	Foundations of Reading Instruction
EDU 5135	Diagnosis & Assessment in the Teaching of Reading
EDU 5136	Literacy Across the Curriculum

Instructional Courses: Content Concentration (14 hours)

EDU 5130	Numerical Representations and Number Concepts in Elementary Mathematics
EDU 5132	Foundations of Writing Instruction
EDU 5133	Integrated Principles of Science and Social Studies Instruction
EDU 5134	Foundations of Reading Instruction
EDU 5137	Integrating Instruction in the Elementary School

Capstone Experience: Literacy Concentration (5 hours)

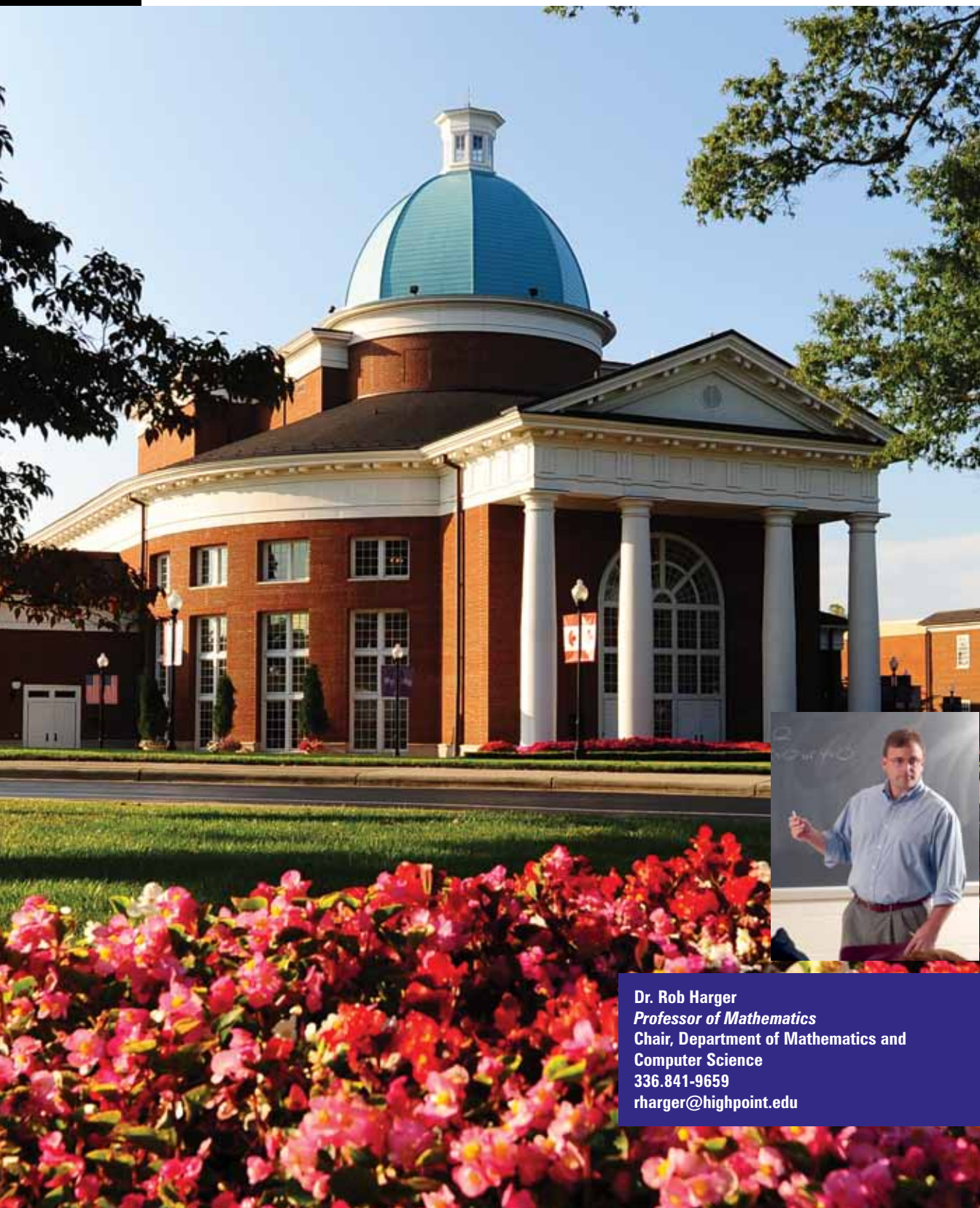
EDU 5231	Supervised Practicum in Literacy Instruction
EDU 5030	Methods of Educational Research

Capstone Experience: Content Concentration (6 hours)
Choose one set.

EDU 5030	Methods of Educational Research
EDU 5300	Product of Learning
or	
EDU 5030	Methods of Educational Research
EDU 5200	Thesis

Master of Education in Secondary Mathematics

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The High Point University Master of Education in Secondary Mathematics program builds on the most current body of knowledge of best practice relevant to teaching grades 9-12. The program is designed for candidates who have a baccalaureate teaching license in secondary mathematics or who will receive a teaching license before the end of the first term of graduate enrollment. The program requires a comprehensive examination and 36 hours (i.e., 15 hours of professional education core, 15 hours of specialty courses, and a six hour capstone experience.) Candidates must select 18 hours of mathematics coursework from among a specialized menu of options. Upon completion of the M.Ed. degree program in Secondary Mathematics candidates are eligible for the "M" level license.

Degree: Master of Education

Admission Terms: Fall (August); Spring (January); Summer (June)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: July 15, 2012 for Fall, November 15, 2012 for Spring and March 31, 2013 for Summer.

Application Requirements: Applicants must have a four-year bachelor's degree in Mathematics or a related field from a regionally accredited college and an acceptable GPA (3.0 or higher on a 4-point scale). An admission decision takes into consideration the applicant's GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript showing an earned baccalaureate degree in Mathematics or a related field, as well as official transcripts from all other previously attended colleges (including High Point University)
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports on form provided;
- copy of current secondary mathematics 9-12 teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Prerequisite Work: None

Comprehensive Examinations: Yes

Class Time: 4:00 pm – 7:00 pm

Program of Study (36 semester hours)

Core Courses (15 hours)

Choose one:

MTH 5004 Linear Algebra
MTH 5005 Matrix Theory
MTH 5006 Modern Algebra

Choose one:

MTH 5011 Complex Variables
MTH 5012 Advanced Calculus for Secondary Teachers

Choose three:

MTH 5001 Historical Development of Mathematics
MTH 5002 Combinatorics
MTH 5003 Graph Theory
MTH 5007 Number Theory
MTH 5008 Geometry
MTH 5009 Mathematical Models

MTH 5010 Topology
MTH 5013 Probability & Statistics
MTH 5040 Special Topics

Education Courses: (15 hours)

EDU 5010 Advanced Instructional Technology for the 21st Century
EDU 5040 Multicultural Education in a Diverse Society
EDU 5060 Developing Leaders in 21st Century Schools
EDU 5160 Instructional Planning and Assessment in Secondary Mathematics
EDU 5166 Using Data for Instructional Improvement

Capstone Experience: (6 hours)

MTH 5099 Product of Learning
EDU 5030 Methods of Educational Research

Master of Education in Special Education with a Concentration in Intellectual Disabilities

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The program for the Master of Education in Special Education prepares special education teachers to effectively interact with a variety of students with intellectual disabilities in grades K-12. Special emphasis is placed on transition planning, curriculum implementation and assessment. Candidates will have a choice to complete a thesis, product of learning or internship capstone experience. Completion of the degree program may lead to "M" level licensure in Adaptive Curriculum by passing the Praxis II exam.

Degree: Master of Education

Admission Terms: Fall (August); Spring (January); Summer (June)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: July 15, 2012 for Fall, November 15, 2012 for Spring and March 31, 2013 for Summer.

Application Requirements: Applicants must have a four-year bachelor's degree in Special Education K-12 from a regionally accredited college. For applicants with teaching licenses in other areas, successful completion of the Praxis II exam in Special Education must be submitted to the School of Education by the end of the first six hours of graduate course work. In addition, applicants should have an acceptable GPA (3.0 or higher on a 4-point scale). An admission decision takes into consideration the applicant's GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports on form provided;
- copy of current K-12 teaching license in Special Education; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Prerequisite Work: None

Comprehensive Examinations: Yes

Class Time: 4:00 pm – 7:00 pm

Program of Study (36 semester hours)

Core Courses (12 hours)

EDU 5010	Advanced Instructional Technology for the 21st Century
EDU 5040	Multicultural Education in a Diverse Society or **EDU 5080 Advanced Educational Psychology
EDU 5060	Developing Leaders in 21st Century Schools
EDU 5090	Individuals with Intellectual Disabilities: Legal, Ethical and Historical Perspectives

**Candidates who have had a prior undergraduate course in Multicultural Education will not be required to take EDU 5040 but can substitute with EDU 5080

Instructional Courses: Concentration in Teaching (18 Hours)

EDU 5141	Curriculum Assessment and Planning for Students with Intellectual Disabilities
EDU 5142	Instructional and Transition Planning for Elementary Students with Intellectual Disabilities
EDU 5143	Occupational and Transition Planning for Secondary Students with Intellectual Disabilities
EDU 5144	Consultation and Collaboration with Families and Community Agencies
EDU 5145	Assistive Technology and Instructional Support for the 21st Century Classroom
EDU 5146	Building Self-Determination and Advocacy Skills in Students with Intellectual Disabilities

Capstone Experience: Choose one set. (6 hours)

EDU 5030	Methods of Educational Research	EDU 5030	Methods of Educational Research	EDU 5030*	Methods of Educational Research
EDU 5300	Product of Learning	EDU 5200	Thesis	EDU 5240*	Clinical Internship

*Leads to the license in Program EC Administrators. Students selecting this capstone track must also complete the following three courses in Educational Leadership in order to be eligible for the EC Program Administrator license:

(1) EDU 5161 Organizational Management for 21st Century Schools; (2) EDU 5163 Strategies for Student Learning and Development; and (3) EDU 5164 Implementing Distributed Leadership for Teacher Empowerment.



The Master of Arts in Teaching (MAT) is an accelerated teacher licensure program that is designed for candidates who already hold a baccalaureate degree from a regionally accredited institution. The 45-hour program of study includes an initial 36-hour sequence of courses in 21st Century teaching and learning, technology, and methodology which culminates in a capstone student teaching internship experience. During PHASE I of the program post-baccalaureate courses allow candidates to complete the requirements for an initial N.C. teaching license in Elementary Education K-6, including student teaching. At the completion of PHASE I and the candidate's passing scores on the Praxis II Specialty Examination in Elementary Education, the individual is eligible for the "A" (initial) N.C. teaching license. Should the individual choose not to proceed to PHASE II, he/she will have completed the requirements for the initial teaching license in Elementary Education K-6.

The individual choosing to receive the MAT degree in Elementary Education K-6 must apply for graduate candidacy and be admitted to PHASE II of the program. In PHASE II the candidate enrolls in an additional 9 hours of graduate coursework in order to complete the remaining requirements for the MAT degree and to be eligible for the "M" level N.C. license in Elementary Education K-6. Coursework includes research methods, educational leadership, and curriculum development. The Elementary Education Comprehensive Examination is also required at the completion of these 9 hours.

Degree: Master of Arts in Teaching

Admission Terms: Fall (August); Spring (January); Summer (June)

Deadlines for Application Materials:

Phase I

An official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University); and applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics.

Phase II

Candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program; successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and eligibility for a N.C. initial teaching license in Elementary Education for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required Foliotek Electronic Evidences in EDU 5020 and EDU 5230).

Application Requirements: Applicants will apply to and submit all admissions requirements for Phase I directly to the Norcross Graduate School. Approval for admission to continue onto Phase II of the program is determined by the School of Education.

Required Materials Include:Phase I

- online application with a nonrefundable \$50 application fee;
- an official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University);
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics;
- three reference reports on the forms provided;
- professional resume;
- essay; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Phase II

- official score report for Praxis II Elementary Education: Instructional Practice and Assessment (5015) (as of 11/17/11);
- candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program;
- successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; &
- eligibility for a N.C. initial teaching license in Elementary Education for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required Foliotek Electronic Evidences in EDU 5020 and EDU 5230).

Prerequisite Work: None

Comprehensive Examinations: Yes

Class Time: 4:00 pm – 7:00 pm

Program of Study (45 semester hours)Phase I**Elementary Core (12 hours)**

EDU	5010	Advanced Instructional Technology for the 21st Century
EDU	5050	Classroom Organization and Management
EDU	5070	Trends & Issues in Education
EDU	5080	Advanced Educational Psychology

Instructional Core (18 hours)

EDU	5130	Numerical Representations and Number Concepts in Elementary Mathematics
EDU	5131	Literature for Children and Adolescents
EDU	5132	Foundations of Writing Instruction
EDU	5133	Integrated Principles of Science and Social Studies Instruction
EDU	5134	Foundations of Reading Instruction
EDU	5135	Diagnosis and Assessment in the Teaching of Reading

Elementary Capstone Experience (6 hours)

EDU	5230	Clinical Internship in Elementary Education
EDU	5040	Multicultural Education in a Diverse Society

Phase II**Elementary Core (9 hours)**

EDU	5020	Curriculum Development
EDU	5030	Methods of Educational Research
EDU	5060	Developing Leaders in 21st Century Schools

**Candidates enrolled in the MAT program must register for the 3 credit version of EDU 5070.*



“Since enrolling in Graduate School courses, I am able to use the information and knowledge learned from my classes and apply them to the classroom in my current position. I am able to bring new and fresh ideas to my co-workers and have more confidence in my performance at work.”

- Stephanie Shore, MAT Elementary Education Student



The Master of Arts in Teaching (MAT) Secondary Mathematics 9-12 is an accelerated teacher licensure program designed for candidates who already hold a baccalaureate degree from a regionally accredited institution. The 45 hour program includes two phases. During Phase I, the initial 36 hour sequence of courses will focus on 21st century teaching and learning which culminates in a capstone student teaching experience. Successful completion of Phase I is designed to lead to the initial teaching license in Secondary Mathematics (9-12) upon passing the required Praxis II Specialty Area Exam in Mathematics: Content Knowledge and Mathematics: Pedagogy. Should the individual choose not to proceed to Phase II, he/she will have completed only the requirements for the initial teaching license in Secondary Mathematics 9-12.

The individual choosing to receive the MAT degree must apply for graduate candidacy and be admitted to Phase II of the program. In Phase II the candidate enrolls in an additional 9 hours of graduate coursework in order to complete the remaining requirements for the MAT and be eligible of the "M" level NC license in Secondary Mathematics 9-12.

Degree: Master of Arts in Teaching

Admission Terms: Fall (August); Spring (January); Summer (June)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: July 15, 2012 for Fall, November 15, 2012 for Spring and March 31, 2013 for Summer.

Application Requirements:

Phase I

An official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University); and applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading,

writing, and mathematics.

Phase II

Candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program; successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and eligibility for a N.C. initial teaching license in Secondary Mathematics 9-12 for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required *Foliotek* Electronic Evidences in Math, EDU 5161, EDU 5166 and EDU 5261/5040).

Required Materials Include:

Phase I

- online application with a nonrefundable \$50 application fee;
- an official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University);
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics;
- three reference reports on the forms provided;
- professional resume;
- essay; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Phase II

- official score report for PRAXIS II Mathematics: Content Knowledge (0061) and Mathematics: Pedagogy (0065);
- candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program;
- successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; &
- eligibility for a N.C. initial teaching license in Secondary Mathematics 9-12 for admission to graduate candidacy and Phase II of the Program. (Successful completion of the required *Foliotek* Electronic Evidences in Math, EDU 5161, EDU 5166, and EDU 5261/5040).

Prerequisite Work: None

Comprehensive Examinations: Yes

Class Time: 4:00 pm – 7:00 pm

Program of Study (45 semester hours)

Phase I

Choose one:

MTH	5004	Linear Algebra
MTH	5005	Matrix Theory
MTH	5006	Modern Algebra

Choose one:

MTH	5011	Complex Variables
MTH	5012	Advanced Calculus for Secondary Teachers

Choose three:

MTH	5001	Historical Development of Mathematics
MTH	5002	Combinatorics
MTH	5003	Graph Theory
MTH	5007	Number Theory
MTH	5008	Geometry
MTH	5009	Mathematical Models
MTH	5010	Topology
MTH	5013	Probability & Statistics
MTH	5040	Special Topics

Education Core (15 hours)

EDU	5010	Advanced Instructional Technology for the 21st Century
EDU	5050	Classroom Organization and Management
EDU	5070	Trends & Issues in Education
EDU	5160	Instructional Planning and Assessment in Secondary Mathematics
EDU	5166	Using Data for Instructional Improvement

Capstone Experience: (6 hours)

EDU	5261	Clinical Internship in Secondary Mathematics
EDU	5040	Multicultural Education in a Diverse Society

Phase II (9 hours)

MTH	5099	Product of Learning
EDU	5030	Methods of Educational Research
EDU	5060	Developing Leaders in 21st Century Schools

*Candidates enrolled in the MAT program must register for the 3 credit version of EDU 5070.

Five-Year Program in Elementary Education

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"The professors are knowledgeable in their fields, and each took a personal interest in my success."

- Julie Lloyd, Five-Year Program in Elementary Education Student

Open only to selected High Point University students

The Five-Year Program in Elementary Education is designed for outstanding High Point University undergraduate students majoring in Elementary Education. To be eligible, students must be enrolled in their final year of undergraduate study and have demonstrated academic success in the first three years of coursework. Students accepted into the Five-Year Program in Elementary Education will be permitted to enroll in nine hours of advanced coursework that may be applied toward the degree requirements of the M.Ed. degree in Elementary Education. Students will apply for admission into the M.Ed. program in Elementary Education immediately upon graduation and continue in the program during the summer and into the following academic year. Upon completion of all graduate coursework and when students submit the application for graduation, the specified credits completed during the senior undergraduate year will be transferred onto students' graduate academic record.

Admission Term: Fall Senior Year Only

Deadlines for Application Materials:

Current HPU undergraduate students interested in the Five-Year program will apply directly to the School of Education during February of the Spring term of their Junior year. If accepted, they will begin Five-Year classes the Fall of their Senior Year. To complete the admissions process, students will then apply to the Norcross Graduate School by March 31 of the Spring term of their Senior year and if approved after a second admissions review, will start official graduate level courses during the summer term following their undergraduate graduation.

Required Materials Include:

Required materials include:

Step One (Junior Year – Apply to School of Education)

- School of Education Application;
- School of Education Five-Year program essay;
- 2 School of Education reference forms completed by undergraduate professors at HPU (forms provided);
- Unofficial High Point University transcript with a minimum of 3.0 GPA

Step Two (Senior Year – Apply to Norcross Graduate School)

- Online Application with nonrefundable \$50 application fee;
- Graduate School Five-Year essay;
- One Five-Year Reference form completed by one of the three professors teaching the special Five-Year education courses (form provided);
- Satisfactory review of Student Teaching Internship at the time of application
- Copy of current teaching license;
- An official transcript from **all** colleges attended (including High Point University);
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Prerequisite Work: None

Comprehensive Examinations: Yes

Class Time: 4:00 pm – 7:00 pm

Program of Study (33 semester hours)

Senior Year (Fall): (6 hours)

EDU	4531/5131	Literature for Children and Adolescents
EDU	4532/5132	Foundations of Writing Instruction

Senior Year (Spring): (3 hours)

EDU	4540/5040	Multicultural Education in a Diverse Society
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Graduate Summer I: (6 hours)

EDU	5134	Foundations of Reading Instruction
EDU	5020	Curriculum Development

Graduate Summer II: (6 hours)

EDU	5010	Advanced Instructional Technology for the 21st Century
EDU	5060	Developing Leaders in 21st Century Schools

Graduate Fall 5th Year: (7 hours)

EDU	5135	Diagnosis and Assessment in the Teaching of Reading
EDU	5136	Literacy Across the Curriculum
EDU	5070	Trends and Issues in Education

Graduate Spring 5th Year: (5 hours)

EDU	5030	Methods of Educational Research
EDU	5231	Supervised Practicum in Literacy Instruction

Course descriptions

EDU 5010 Advanced Instructional Technology (3)

A study of the integration of technology into the 21st Century classroom addressing the NETS Standards for Teachers and Administrators. Emphasis is placed on Web 2.0 technologies such as blogs, wikis, podcasts, and social networking sites as well as interactive technologies including whiteboards and student response systems. Students will also complete an in-depth exploration of an issue surrounding the use of technology in the classroom. Students registering for the course will complete a survey measuring the pre-requisite technology skills required for successful completion of the class. A weeklong workshop will be offered for students who need to acquire additional skills before beginning the course.

Prerequisite: Proficiency Test Required

EDU 5020 Curriculum Development (3)

Curriculum analysis using the North Carolina Standard course of Study as a guide. The processes, strategies, and techniques used to produce the state curriculum will be discussed. Methods appropriate for assessing individual learning needs in this performance-based curriculum will be presented, and classroom practices for meeting these needs will be introduced and practiced. Curriculum relevance, rigor, connectedness, and the integration of 21st century content and skills into educational practices will be discussed.

EDU 5030 Methods of Educational Research (3)

An examination of the current research design methodologies which are relevant to the field of education. Exploration of quantitative and qualitative approaches will be presented as candidates learn how to evaluate published research for relevance, credibility, and generalization in informing school practice. Candidates are required to complete an action research project which is designed to analyze a current diversity issue relevant to the current school setting and how this research can be applied to improving home, school/community partnerships.

EDU 5040 Multicultural Education in a Diverse Society (3)

This course examines the diversity found in today's school community. Students will explore the multicultural nature of contemporary classrooms and will gain a better understanding of those learners' behavior in relation to the mores of a public school education. Through class seminars and in-school projects, participants will develop strategies and materials for helping diverse learners to be more successful in school. Ethnic groups represented in schools will be studied with a historical, political, and societal focus. Topics that will be addressed include language, disability, gender, ethnicity, race, and socioeconomic status.

EDU 5050 Classroom Organization and Management (3)

A discussion of classroom management strategies and techniques for maintaining an orderly and safe learning environment for all students. Functional assessment, data collection procedures and the development of interventions using the Responsiveness to Instruction model will be emphasized. Candidates will be required to complete a series of assignments that will allow for the development of skills in record keeping, data collection, and intervention implementation and evaluation.

EDU 5060 Developing Leaders in 21st Century Schools (3)

This course is designed to develop effective leadership skills in decision-making, strategic goal setting, and collaboration. Candidates will interact and work with each other to formulate their own approaches to distributed leadership as they develop a shared vision of school improvement, responsibility, and site-based accountability across all stakeholders.

EDU 5070 Trends and Issues in Education (2-3)

Discussion of current trends and issues in education and the historical foundations which have influenced them will be presented. Candidates will study a core set of trends and issues including topics such as 21st century schools, standards-based reform, privatization of schools, and the core principles that define democratic education in our country. Specific strands in elementary education, special education, literacy, and school administration will allow candidates enrolled in this course to focus on a more in-depth study of educational trends in issues related to their own interests and program of study. A final APA research paper related to a current issue of interest will be required.

EDU 5080 Advanced Educational Psychology (3)

This course includes an examination of the contemporary educational psychology theories of human behavior and learning most applicable in today's 21st century classrooms. Research practices and application of theories in development, instruction, and classroom management including learning styles, differentiation, and brain-based research will be emphasized.

EDU 5090 Individuals with Intellectual Disabilities: Legal, Ethical, and Historical Perspectives (3)

An in-depth examination of the historical perspectives of persons with intellectual disabilities including past and current research, theories, and issues related to causation. Relevant legislation, including compliance issues, will be addressed both historically and currently within the sociopolitical environment. Ethical issues will include self-advocacy, transition, behavior management, and collaboration among professionals, parents, and community.

EDU 5130 Numerical Representations and Number Concepts in Elementary Mathematics (3)

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to algebra, science, engineering, and technology. Candidates will explore relationships between number, operations, and representations in real-world contexts as they develop an understanding of the structure and coherence of mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content will be emphasized to help candidates relate the concepts learned mathematical practices in the K-6 classroom.

EDU 5131 Literature for Children & Adolescents (3)

This is a graduate level course focused on literature for children and adolescents. Emphasis will be placed on classical contexts for modern and contemporary "greats" and favorites, and on various effective ways to teach and use these works in the classroom. Research into the literature and into issues of pedagogy will be included. *Fall*

EDU 5132 Foundations of Writing Instruction (3)

This course will examine process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genres. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context. Strategies for preparing for NC writing tests. Websites for supporting young writers and publishing their texts. Lesson/Unit planning required. *Fall*

EDU 5133 Integrated Principles of Science and Social Studies Instruction (3)

This course is designed to enhance elementary teacher content knowledge and use of differentiated strategies in science and social studies. Candidates will gain content knowledge by practicing various methods of teaching integrated science and social studies and develop authentic applications in real-world situations. The unifying concepts of science will be integrated with the five themes of geography utilizing an inquiry-based approach throughout the course. Science areas covered will include: physical, life, earth/space, and technology. Social studies areas covered will include: geography, world and US history, political science, economics, anthropology, sociology and psychology. The course will be taught using a place-based education approach with the environment as the unifying concept.

EDU 5134 Foundations of Reading Instruction (3)

An examination of the social, cognitive and linguistic foundations of literacy development. Critical reading of professional literature to articulate and support a philosophy of literacy development which emphasizes the interrelatedness of the language arts for English proficient and potentially English proficient students. Demonstrations of varied instructional and management strategies to develop print rich classroom environments and to teach and support children's efficient use of the syntactic, semantic, graphophonemic and pragmatic cue systems. *Fall/Summer I*

EDU 5135 Diagnosis and Assessment in the Teaching of Reading (3)

Procedures to assess a reader's definition of reading, attitudes, interests, use of cue systems, reading strategies and understanding of text. Evaluation of data to select, apply and modify instructional strategies. Use of assessment strategies for ongoing, systematic evaluation, diagnosis and instruction. Recording summaries of assessment data on graphic profiles and in written reports to communicate with parents, students and other educators. To become a reflective practitioner using inquiry-based professional growth and improved instruction. Research, student analysis, field experience required. Strategies for NC End of Grade tests. *Prerequisite: EDU 5134: Foundations of Reading Instruction*

EDU 5136 Literacy Across the Curriculum (2)

This course examines the necessary conditions of content area literacy learning, assess text difficulty and match text to readers, plan and implement pre-reading, reading, and post-reading instructional strategies for fostering literacy. Assessment used to drive comprehension, vocabulary, and study skills instruction in middle and secondary content-area classes. *Spring*

EDU 5137 Integrating Instruction in the Elementary School (2)

Examination of the methods, processes, and procedures for implementing integrated lessons and units in the elementary classroom. The N.C. Standard Course of Study, curriculum mapping and other resources will be utilized by students in developing integrated units for use in their classrooms. *Spring*

EDU 5141 Curriculum Assessment and Planning for Students with Intellectual Disabilities (3)

This course will focus on effective assessment and instruction for persons with intellectual disabilities. An investigation of the formal and informal assessment strategies used in the diagnosis and instructional planning for individuals with intellectual disabilities. Emphasis is placed on designing assessment strategies that lead to the implementation of instructional plans within the school and community setting. This course will also address effective instructional methods and strategies for students with intellectual disabilities.

EDU 5142 Instructional and Transition Planning for Elementary Students with Intellectual Disabilities (3)

Students will examine the strands and goals of the North Carolina Course of Study appropriate for elementary age students with intellectual disabilities. The North Carolina Standard Course of Study and the Extended Content Standards will be utilized in developing effective instruction for students with intellectual disabilities. Transition issues related to this population will also be addressed including community agencies that provide services to elementary age students and their families. This course includes a field based component.

EDU 5143 Instructional and Transition Planning for Secondary Students with Intellectual Disabilities (3)

Students will examine the strands and goals of the North Carolina Course of Study appropriate for secondary students with intellectual disabilities. The Occupational Course of Study as well as Extended Content Standards will be emphasized. The policies and procedures governing students preparing for and entering the workforce and/or continued education will be examined as well as community resources available for successful transition issues. Students will develop transition plans and discuss methods to involve the student, family, and future employers in meeting the needs of persons with intellectual disabilities. This course includes a field based component.

EDU 5144 Consultation and Collaboration with Families and Community Agencies (3)

This course will emphasize providing supportive resources and information to students, parents, and other professionals in order to maximize student learning experiences and educational outcomes. Students will access resources and information and share these with professionals in the field of special education. This course includes a field based component.

EDU 5145 Assistive Technology and Instructional Support for the 21st Century Classroom (3)

Examination of low and high levels of assistive technology and augmentative communication devices available to meet the needs of persons with intellectual disabilities. Building on this knowledge, participants will learn how to enhance instruction, assessment, accommodations, communications, and administrative duties. Collaboration with available community and school resources in conducting assistive technology assessment will be emphasized.

EDU 5146 Building Self-Determination and Advocacy Skills in Persons with Intellectual Disabilities (3)

This course will address behavior issues common for people with intellectual disabilities as well as effective instructional practices for the promotion of self-advocacy, self-determination, problem-solving, and generalization of

these skills to multiple settings – including employment, post-secondary instruction, and community-based living and involvement. The establishment of respectful environments across the life-span will also be addressed.

EDU 5160 Instructional Planning and Assessment in Secondary Mathematics (3)

Candidates enrolled in this course will design and develop lesson plans and curriculum units to engage students in grades 9-12 to think critically and problem solve in the area of mathematics. Integration of 21st century strategies, content and skills will be emphasized in the application of mathematics to real world applications. The N.C. Standard Course of Study and NCTM Guidelines will be reviewed as candidates create a Curriculum Integration Project that infuses technology and literacy as required for N.C. licensure.

EDU 5166 Using Data for Instructional Improvement (3)

Candidates will develop formative and summative assessments to monitor and plan for instruction. An examination of the strategies used in making data based decisions will be emphasized, particularly as these strategies impact student learning and overall school improvement.

EDU 5171 Strategies for Student Learning and Development (3)

Professional development is regarded as a cornerstone for the implementation of standards-based reform. This course is designed to use data to determine staff needs to plan and implement effective professional development, using professional learning communities, that will positively impact student learning and development. *Spring*

EDU 5172 Implementing Distributed Leadership for Teacher Empowerment (3)

This course is designed to explore the many facets of distributed leadership in a public school setting. Candidates will be introduced to the foundational concepts that impact teacher expertise and empowerment such as building trust, understanding the change process, using the characteristics of adult learners to select teacher leaders, and the factors related to competent supervision. *Spring; Prerequisite: EDU 5060*

EDU 5173 Using Data for School Improvement (3)

Success of school executives depends on the ability to interpret data and develop strategies to use that data to drive targeted, thoughtful decisions about the school's students and programs. Students will examine how the instructional strategies used in the classroom align with known best practices and research findings, explore the alignment between what is being taught and state standards, and develop actionable goals to improve student performance based on the analysis of achievement, demographic, program, and perception data. *Summer*

EDU 5174 Organizational Management and Legal Issues for 21st Century Schools (3)

Candidates will use a case study analysis to focus on the school leadership and organizational management of a selected school executive. Specifically, the case studies should focus on key organizational areas such as: *Effective Management of Resources, Conflict Resolution, Communication and Established Procedures*. Evidence will demonstrate the candidate's proficiency at working with others to monitor the effective use of resources through effective and timely communication and plan with the principal for candidate engagement. Additionally, the course will serve as an introductory course in school law relating to the operation of public schools. Emphasis is placed on historical perspectives, the role of legislatures, recent court decisions resulting in school regulations, and methods of studying the law. *Fall*

EDU 5200 Thesis (3)

Through collaboration with a faculty member, development and fulfillment of an organized research study relative to an issue in elementary or special education. Upon completion of the study, the student will defend the research in an oral presentation to the graduate faculty and candidates. *Prerequisites: Candidates must have completed a minimum of at least 12 graduate hours with grades of A or Co-Requisite: EDU 5030*

EDU 5200a Thesis Continuation (0)

Required course fee registration for candidates who need additional time to complete the thesis requirements. *No Credit*

EDU 5230 Clinical Internship in Elementary Education (3)

Candidates completing the MAT in Elementary Education will be provided with an opportunity to engage in the practical applications of the pedagogical and instructional strategies relevant to elementary education classrooms K-5. This ten week full-time internship occurs under the supervision of a graduate faculty member in elementary education and a cooperating elementary teacher in a public school setting. *(Offered Fall, Spring, May Term)*

EDU 5231 Supervised Practicum in Literacy Instruction (2)

A culminating, supervised semester long literacy practicum in the teacher's classroom. The purpose of the course is to provide each teacher with the opportunity, at the beginning of the semester to establish classroom conditions that support student learning through the systematic and purposeful integration of the instructional, assessment and organizational strategies introduced during the program of study. Theories, materials, and strategies introduced during the program are applied in the classroom. Teachers are supervised and attend seven seminars focused on supporting each teacher's efforts to effectively implement classroom literacy instruction and assessment. *Co-Requisite: EDU 5030*

EDU 5240 Clinical Internship in Special Education (3)

Students completing the M.Ed. in Special Education may choose to complete an internship experience that prepares them to assume the role of Executive Director in the Division of Exceptional Children Services. *Co-Requisite: EDU 5030*

EDU 5261 Clinical Internship in Secondary Mathematics (3)

Candidates completing the MAT in Secondary Mathematics 9-12 will be provided with an opportunity to engage in the practical applications of the pedagogical and instructional strategies relevant to secondary education 9-12. This ten week full-time internship occurs under the supervision of a graduate faculty member in mathematics and a cooperating secondary mathematics teacher in a public school setting.

EDU 5271 Creating a Culture of School Success (3)

21st Century School Executives must be able to work with the entire educational community for the purpose of creating a safe, positive, and engaging learning environment. This course is designed to enable candidates to identify needs, analyze data, and make recommendations for strengthening efforts related to community involvement and the creation of a successful school culture. *Fall*

EDU 5300 Product of Learning (3)

An opportunity for candidates to demonstrate, in a summative manner, mastery in pedagogy, content knowledge, and instructional implementation which are emphasized in the elementary or special education graduate degree program. This is a non-thesis product and must include a multimedia presentation to graduate faculty and students. *Co-Requisite: EDU 5030. Candidates must have completed a minimum of at least 12 graduate hours with grades of A or B.*

EDU 5300a Product of Learning Continuation (0)

Required course fee registration for candidates who need additional time to complete the thesis requirements. *No Credit*

EDU 5400 School Executive Internship I (2)

This 75 hour initial internship is designed as an orientation to the internship experience and should be taken concurrently with the candidate's first year of coursework. It includes a mandatory orientation seminar and requires the completion of the *Professional Learning Communities Leadership Project, the Distributed Leadership Portfolio, and the School Indicators Analysis Project*. Candidates will be evaluated at the conclusion of EDU 5400 with the *North Carolina School Executive Evaluation Rubric for Preservice Candidates* and will be required to demonstrate acceptable scores before progressing to EDU 5500: *School Executive Internship II*.

EDU 5400a School Executive Internship I Continuation (0)

If continued work is needed to fulfill activities/evidence

completion as determined by a faculty/public school review team.

EDU 5500 School Executive Internship II (2)

A continuation of EDU 5400, the 75 hour *School Executive Internship II* experience is designed to help the intern continue to apply skills related to school administration in the areas of organizational management and school law. The intern will work with the university supervisor and school principal on site-based assignments and will participate in periodic seminars related to the internship experience. Completion of the *School Management Case Study* will be required.

Candidates will be evaluated at the conclusion of EDU 5500 with the *North Carolina School Executive Evaluation Rubric for Preservice Candidates* and must demonstrate successful performance prior to enrolling in EDU 5600: *School Executive Internship III*.

EDU 5500a School Executive Internship II Continuation (0)

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team.

EDU 5600 School Executive Internship III (3)

This course serves as the culmination of the internship experience and should be taken concurrently with the candidate's final specialty courses. Internship III is a 150 hour experience and includes the completion of the *Community Involvement and Engagement Action Plan* and the *School Culture and Safety Analysis*. A final presentation and evaluation of the candidate's performance using *Certification of Capacity* and the *North Carolina School Executive Evaluation Rubric for Preservice Candidates* is required.

EDU 5600a School Executive Internship III Continuation (0)

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team.

Secondary Mathematics Course Descriptions

MTH 5001 Historical Development of Mathematics (3)

The major mathematical developments from ancient times to the 21st century. The concept of mathematics, changes in that concept, and how mathematicians viewed what they were creating.

MTH 5002 Combinatorics (3)

Basic principles of counting: addition and multiplication principles, enumeration techniques, including generating functions, recurrence formulas, rook polynomials, the principle of inclusion and exclusion, and Polya's theorem. This course will also cover basic concepts of graph theory: graphs, digraphs, connectedness, trees and graph colorings.

MTH 5003 Graph Theory (3)

Basic concepts of graph theory. Trees and forests. Vector spaces associated with a graph. Representation of graphs by binary matrices and list structures. Traversability. Connectivity. Matchings and assignment problems. Planar graphs. Colorability. Directed graphs.

MTH 5004 Linear Algebra (3)

Vector spaces. Bases and dimension. Changes of basis. Linear transformations and their matrices. Linear functionals. Simultaneous triangularization. and diagonalization. Rational and Jordan canonical forms. Bilinear forms.

MTH 5005 Matrix Theory (3)

Vector spaces, linear transformations and matrices, orthogonality, orthogonal transformations with emphasis on rotations and reflections, matrix norms, projectors, least squares, generalized inverses, definite matrices, singular values.

MTH 5006 Modern Algebra for Secondary Teachers (3)

Applications of topics selected from groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, and Galois theory.

MTH 5007 Number Theory (3)

Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n , linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems.

MTH 5008 Geometry (3)

An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

MTH 5009 Mathematical Models (3)

Development and application of probabilistic and deterministic models. Emphasis given to constructing models that represent systems in the social, behavioral, and management sciences.

MTH 5010 Topology (3)

A study of the basic concepts of general topological space including such topics as compactness, connectedness, product spaces, metric spaces, and continuous functions.

MTH 5011 Complex Variables (3)

Operations with complex numbers, derivatives, analytic functions, integrals, definitions and properties of elementary functions, multivalued functions, power series, residue theory and applications, conformal mapping.

MTH 5012 Advanced Calculus for Secondary Teachers (3)

A proof-oriented development of important ideas in calculus.

Topics will include metric spaces, limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals.

MTH 5013 Probability and Statistics for Secondary Teachers (3)

An introduction to statistical reasoning and methodology emphasizing topics covered in the Advanced Placement Statistics examination. Topics include: descriptive statistics, basic probability, random variables and probability distributions, data collection, basic inference for means and proportions, two-sample problems for means and proportions, chi-square tests, and simple linear regression.

MTH 5040 Special Topics (3)

MTH 5099 Product of Learning (3)

A capstone course which connects the student's studies to contemporary issues and to the classroom situation.

