

2017-2018

IHE Masters Performance Report

High Point University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

The Stout 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 an integrated practicum and clinical internship experience that provides a year-long placement along with electronic evidences that demonstrate proficiency for the initial license. The combined internship experience exceeds the new 16-week continuous student teaching requirement. 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. The 9-hour additional coursework Phase II requirement allows candidates some flexibility in adding advanced coursework in specialized STEM, Literacy, Educational Leadership or Mathematics areas. Additionally the School of Education is authorized to deliver four additional M.Ed. programs in Elementary Education (K-6), Special Education, Secondary Mathematics and Educational Leadership. The 36 hour Elementary Education M.Ed. programs allows candidates to choose from three concentration options--the literacy concentration, the content concentration and STEM (Science-Technology-Engineering-Math). The selection of the literacy concentration includes 18 hours of specialized coursework and a literacy practicum that can be completed in the candidate's classroom or during the School of Education's Reading Clinic during the summer. Candidates completing the literacy concentration may also elect to take the Praxis II Reading Specialist Exam. The content concentration allows candidates to choose courses that are more broadly based in content including reading, science, social studies and mathematics. Finally, the STEM concentration includes 18 hours of specialized coursework in science, technology, mathematics, engineering, and robotics. Similar to the literacy concentration, the STEM concentration allows candidates to complete a practicum experience during the May term or during a summer enrichment science camp hosted by the School of Education for students in grades K-8. The M.Ed. program in Elementary Education offers current undergraduate students majoring in elementary education with a B.A. to M.A. option. The B.A. to M.A. program allows advanced undergraduate students to enroll in up to twelve credit hours (four 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 special education program includes coursework in transition planning, building self-determination, and collaboration with parents, families, and community agencies. A B.A. to M.Ed. option is also now available for candidates who choose to complete the Adapted Curriculum licensure program. 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. The newest M.Ed. program in Educational Leadership provides those candidates interested in leadership opportunities in education, policy study, advocacy, teacher leadership, or the pursuit of supervisory roles in non-profit organizations working with children and families a track of study in the School of Education's M.Ed. in Educational Leadership. The non-traditional track in Educational Leadership does not lead to the School Administration license without additional internship coursework. All M.Ed. graduate programs include a core course in developing leaders for 21st century settings (EDU 5060), advanced instructional technology (EDU 5010), using data to make instructional decisions (EDU 5166), and diversity in education from a societal perspective (EDU 5040).

Special Features of Master's Program

The School of Education continues to offer the B.A. to M.Ed. option for advanced undergraduate students majoring in elementary or special education for the M.Ed. program in Elementary Education. Unique to these programs are the inclusion of practicum experiences which are designed to allow candidates opportunities to practice strategies for working with K-6 students in literacy and/or STEM. The STEM program of study provides practicum options for summer practicum experiences including a three-week STEM Enrichment Camp for students in grades 3-8. Additionally, the School of Education continues its partnership with LEGO Education: North America and provides graduate candidates with many opportunities to work with school-aged students using LEGO educational manipulatives to facilitate skill building in mathematics, science, critical thinking, creativity and collaborative team building, planning and execution. The STEM program also includes a strand of the "*Engineering is Elementary*" program. Within the literacy concentration, a literacy-based practicum allows candidates to complete this experience in their own classrooms or work during the summer months at a reading/literacy clinic for area school-aged elementary students. Adding the 18-credit hour literacy concentration is aligned to most school districts literacy goals and affords candidates the option of also taking the Reading Specialist Praxis II Exam.

The M.Ed. in Intellectual Disabilities focuses on transition planning and advocacy for working with parents and community agencies who serve this population. The School of Education offers undergraduate candidates the option to continue their study by enrolling in the B.A. to M.Ed. program for Intellectual Disabilities. The newest B.A. to M.Ed. program in Educational Leadership is available for candidates who have majored in education as well as those who pursued areas of study at the undergraduate level that support careers impacting education, children, families and the community. Graduate candidates enrolled in this program in 2017-2018 had the opportunity to attend the ASCD Advocacy conference in Washington D.C. and speak to legislators about educational policy decisions and the teaching profession. In the B.A. to M.Ed. program in Educational Leadership candidates are required to complete a 300-hour internship that is customized to their area(s) of interest. In 2017-2018 these included sites such as the Guilford Education Alliance, Say Yes to Education Guilford, and Ready for School, Ready for Life.

I. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Graduate Educator Prep Program

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	0
Female	19
Race/Ethnicity	Number
Asian/Pacific Islander	0
African American	2
Hispanic	0
American Indian/Alaskan	0
White	16
Other	1

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

Full-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0

	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White	1	White	17
	Other	0	Other	1
	Total	1	Total	23

C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	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)				
Elementary (K-6)	12	5		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)	1			
Vocational Education (7-12)				
Special Services Personnel				
Total	13	5	0	0

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

Measure	Graduate
MEAN GPA	3.44
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	1.65
NUMBER EMPLOYED IN NC SCHOOLS	15
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2016-2017 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	1	1
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	1	1
Comment or Explanation:		

G. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	16	0	0	0	0	2
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						

