



AAQEP Annual Report for 2024

Provider/Program Name:	High Point University- Stout School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	May, 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider, and the programs included in its AAQEP review.

High Point University is a private university affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching and scholarship. Our purpose in the Stout School of Education is to prepare teachers, principals, superintendents and education leaders who have the skills, knowledge and disposition to ensure an equitable, relevant and rigorous education for all learners. Our purpose is fulfilled through the articulation of four strategic goals:

- 1- The Stout School of Education will have a *reputation* for being an extraordinary educator preparation program.
- 2- The Stout School of Education's programs will be *relevant* to perpetually evolving candidate and K-12 student needs.

- 3- The Stout School of Education will offer academically *rigorous* programs that prepare candidates to serve K-12 students equitably in diverse educational settings.
- 4- The Stout School of Education will cultivate strategic *relationships* that are reciprocally beneficial to our candidates, faculty and partners.

Bachelor of Arts- Elementary Education

The Bachelor of Arts (B.A.) degree in Elementary Education builds on the most current body of knowledge of best practice relevant to teaching practices in K-6 classrooms. Undergraduate courses focus on the Common Core State and N.C. Essential Standards, Science of Reading, technology, and interdisciplinary curricula. Students enrolling in the elementary education program of study will be afforded many opportunities, beginning in their freshman year to practice their skills in the surrounding school districts with whom the School of Education currently partners. Advanced study through the Elementary B.A. to M.Ed. programs with concentrations in literacy or STEM are available for academically qualified students beginning in their senior year. The licensure track will qualify a student for N.C. licensure in Elementary Education (K-6).

Bachelor of Arts- Middle Grades Education

The Bachelor of Arts (B.A.) degree in Middle Grades Education leads to licensure to teach history/social studies, language arts, science, or mathematics to students in grades 6-9. Students choosing to major in Middle Grades Education will be required to choose one of the four discipline specializations: Mathematics, Science, Language Arts or Social Studies. The teacher candidate will take a minimum of 24 content hours in their field of specialization. The licensure program in Middle Grades Education also requires coursework in teacher education. Undergraduate courses focus on the new Common Core State and N.C. Essential Standards, Science of Reading, technology, and interdisciplinary curricula in the middle grades. The licensure track will qualify a student for N.C. licensure in Middle Grades Education (6-9).

Bachelor of Arts- Special Education

The Bachelor of Arts (B.A.) degree in Special Education leads to licensure to teach General Curriculum or Adapted Curriculum to students in grades K-12. Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines. The licensure track will qualify a student for N.C. licensure in Special Education: General Curriculum (K-12) or Adapted Curriculum (K-12) depending upon which program of study they choose. A minor in special education is also available to both education and non-education majors.

Bachelor of Arts- Health/Physical Education

The Bachelor of Arts (B.A.) degree in Health and Physical Education leads to licensure to teach health and physical education in grades K-12. Undergraduate courses focus on nutrition, health issues, motor development, individual and team sports skill development and analyses. Emphasis is placed on the application of methodologies to the elementary and middle/secondary settings in the educator preparation coursework. The licensure track will qualify a student for N.C. licensure in Health/Physical Education (K-12). Minors in Health Education and Athletic Coaching are also available.

Teacher Licensure Only Programs (initial licensure at the bachelor's level)

- Residency Teacher Licensure Program. Prospective educators who hold a bachelor's degree and meet content and GPA criterion are eligible to complete a program of study that qualifies them for initial teacher licensure. Ranging from 21-24 credit hours in length, candidates can complete licensure in elementary education, middle grades education, secondary education, special education, and K-12 education (PE, arts, languages).
- Secondary Education Program. At High Point University, students who wish to teach at the secondary level, 9-12, complete a major course of student in their content area (English, Mathematics, History, Biology) and use their elective hours to take courses in the Stout School of Education. Completion of these courses, a 16-week student teaching internship, passage of licensure tests and portfolios, leads to eligibility for licensure recommendation to the state.

Master of Arts in Teaching (initial teacher licensure at the graduate level)

The Masters of Arts in Teaching is an accelerated teacher licensure program designed for candidates who already hold a BA from an accredited institution. The 45-hour program includes 2 phases. The first phase allows candidates to complete requirements for initial NC Licensure (Elementary Education or Secondary Math Education). The second phase is an additional 9 hours to complete the remaining area of specialty chosen by the candidate to qualify for "M" Level license. Elementary Education candidates can select between STEM or Literacy for their area of specialty.

BA to M.Ed. Program in Elementary Education, Special Education or Educational Leadership

The Stout School of Education is authorized to deliver M.Ed. programs in Elementary Education (K-6), Special Education, and Educational Leadership. Advanced undergraduate students are eligible to participate in the B.A. to M.Ed. program in Elementary Education, Special Education or Educational Leadership by taking four graduate courses while completing their undergraduate degree program. All B.A. to M.Ed. programs include several opportunities for practicums that are designed to allow candidates opportunities to practice strategies for working with K-6 students in literacy and/or STEM.

Masters Degree in Elementary Education (STEM or Literacy concentration)

The 36-hour Elementary Education M.Ed. programs allow candidates to choose from two concentrations--the literacy concentration and STEM. 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 a summer reading clinic. Candidates completing the literacy concentration may also elect to take the Praxis II Reading Specialist Exam.

The STEM concentration includes 18 hours of specialized coursework in science, technology, mathematics, engineering, and robotics. Like the literacy concentration, the STEM concentration allows candidates to complete a practicum experience during the last two weeks of June by planning and implementing a summer enrichment science camp hosted by the School of Education for students in grades 3-8.

Masters Degree in Special Education

The M.Ed. 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 program leads to “M” level licensure in Intellectual Disabilities.

Masters Degree in Education Leadership

The Master of Education (M.Ed.) in Educational Leadership prepares educational leaders to serve school leaders. The licensure track is designed for candidates who have a K-12 teaching license and at least four years of successful public/private school experience. A non-licensure track is designed to strengthen teacher leadership skills and offers students advanced study and an opportunity to complete an internship in educational leadership.

The curriculum in the Educational Leadership program is comprised of two 12-hour graduate certificates and 12 additional hours selected by the candidate. For those pursuing the licensure track, these certificates include Educational Leadership and Organizational Development and The Principalship. Two 250-hour internships allow the candidate to work with his/her supervising principal to gain the skills that are emphasized in co-requisite courses throughout the program of study. Students in the HPU Leadership Academy complete a full year, 1500-hour internship in place of the two 250-hour internships required of the part-time candidates. Non-licensure candidates will complete the Educational Leadership and Organizational Development certificate, and two additional 12-credit hour graduate certificates aligned to their career goals.

Doctorate in Education Leadership

High Point University’s (HPU) Ed.D. Program in Educational Leadership was approved by the Southern Association of Colleges and Schools (SACSCOC) for implementation in Fall 2012. The Ed.D. Program is designed to train and develop candidates for leadership roles in educational organizations. The superintendent’s license is offered as part of this program of study and was approved by the N.C. State Department of Public Instruction in January 2014.

The Doctoral Degree program is practitioner-based, professional experiences that focus on the practices transformational leaders need to create educational systems that are grounded in research, are culturally responsive, strategic, and which ultimately improve student learning. The current 60-hour program reflects the visionary thinking needed for leadership in today’s 21st century educational organizations. Each candidate who successfully completes the program will be required to enroll in six credit hours of dissertation work along with an internship experience. The Educational Leadership strand offers the choice between a traditional dissertation and a DiPP (Dissertation in Professional Practice). Candidates completing the DiPP are required to lead a strategic planning team to solve a high-level educational problem of practice which will serve as the Dissertation-in-Professional Practice (DiPP). Electronic evidences for Ed.D. candidates to demonstrate superintendent competencies, as identified through the N.C. Standards for Superintendents (2007) are included as part of the program’s overall assessment plan for candidate proficiency.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.highpoint.edu/education/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (8/1/2023-7/31/2024)	Number of Completers in most recently completed academic year (8/1/2023-7/31/2024)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (BA)	Initial Teacher Licensure		
Bachelor of Arts (BA) Elementary Education	<i>Elementary (K-6)</i>	46	28
Bachelor of Arts (BA) Special Education – Adapted Curriculum	<i>Special Education – Adapted Curriculum (K-12)</i>	9	5
Bachelor of Arts (BA) Special Education – General Curriculum	<i>Special Education – General Curriculum (K-12)</i>	0	0
Bachelor of Arts (BA) Health & Physical Education	<i>Health & Physical Education (K-12)</i>	1	0
Bachelor of Arts (BS) Middle Grades	<i>Middle Grades English Language Arts (6-9)</i>	0	0

	<i>Middle Grades Mathematics (6-9)</i>	1	1
	<i>Middle Grades Science (6-9)</i>	0	0
	<i>Middle Grades Social Studies (6-9)</i>	0	0
Bachelor of Arts (BA) English + licensure	<i>Secondary English licensure (9-12)</i>	2	1
Bachelor of Arts (BA) Mathematics + licensure	<i>Secondary Mathematics licensure (9-12)</i>	1	0
Bachelor of Arts (BA) History + licensure	<i>Secondary History licensure (9-12)</i>	2	1
Bachelor of Science (BS) Biology + licensure	<i>Secondary Science licensure (9-12)</i>	0	0
Master of Arts in Teaching (MAT)	Initial Teacher Licensure		
Master of Arts in Teaching (MAT) - Elementary Education	<i>Elementary (K-6)</i>	20	0*
Residency Teacher Licensure Program	Initial Teacher Licensure (non-degree)		
	<i>Elementary (K-6)</i>	14	8
	<i>Special Education – Adapted Curriculum (K-12)</i>	7	0
	<i>Special Education – General Curriculum (K-12)</i>	1	0
	<i>Health & Physical Education (K-12)</i>	3	4
	<i>Music (K-12)</i>	3	1
	<i>Spanish (K-12)</i>	1	1

	<i>Middle Grades English Language Arts (6-9)</i>	1	1
	<i>Middle Grades Mathematics (6-9)</i>	3	2
	<i>Middle Grades Science (6-9)</i>	3	3
	<i>Middle Grades Social Studies (6-9)</i>	1	1
	<i>Secondary English (9-12)</i>	1	0
	<i>Secondary Mathematics (9-12)</i>	1	0
	<i>Secondary Science (9-12)</i>	0	0
	<i>Secondary Social Studies (9-12)</i>	0	0
Total for programs that lead to initial credentials		119	57
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts in Education (M.Ed.)	Advanced Elementary Teacher Licensure	10	0**
Master of Arts in Education (M.Ed.)	Advanced Special Education Teacher Licensure	3	0**
Principal Licensure	Principal Licensure Add-on (non-degree)	5	4
Master of Arts in Education (M.Ed.)	Principal Licensure	41	22
Education Doctorate (Ed.D.)	Superintendent Licensure	41	15 Completed Degree Only 11 Completed Degree and applied for Licensure
Education Doctorate (Ed.D.)	Principal Licensure	8	0

Total for programs that lead to additional/advanced credentials	108	41
Programs that lead to credentials for other school professionals or to no specific credential		
Total for additional programs		
TOTAL enrollment and productivity for all programs	227	98
Unduplicated total of all program candidates and completers	227	98
<i>*No MAT Cohort enrolled in Fall 2022; therefore, no candidates were eligible for program completion in 2023-2024</i> <i>**No M.Ed. Cohort enrolled in Spring 2023; therefore, no candidates were eligible for program completion in 2023-2024</i>		

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

n/a

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
227
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
98

C. Number of recommendations for certificate, license, or endorsement included in Table 1.
BA (Teacher Licensure): 32 Residency (Teacher Licensure): 4 MAT (Teacher Licensure): We had no students in this cohort to complete licensure in the past year. M.Ed. (Principal Licensure): 23 Ed.D. (Superintendent Licensure): 11
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.
All candidates completed their programs of study within the expected timeframe: BA (Teacher Licensure): 100% Residency (Teacher Licensure): 100% MAT (Teacher Licensure): 100% M.Ed. (Principal Licensure): 100% Ed.D. (Superintendent Licensure): 100%
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<p>The pass rates below reflect students listed as program completers within the '23-'24 reporting period. Note that, due to changes in North Carolina teacher licensure policy in response to teacher shortages, districts may allow teachers to work indefinitely on a limited license. The limited license is available to teachers who have completed their academic program and have only testing requirements remaining. Although the limited license restricts teachers to remaining employed within their district, it carries no other consequences (such as reduced salary). Therefore, many working teachers who complete the residency licensure pathway work under the limited license and do not choose to complete testing to become eligible for the clear license.</p> <p> edTPA Elementary Literacy= 12/14, 86% pass rate edTPA Elementary Mathematics= 21/21, 100% pass rate Pearson Foundations of Reading (190) - Elementary & SPED General Curriculum= 29/31, 94% pass rate Praxis CKT Mathematics (7813) - Elementary & SPED General Curriculum= 28/29, 97% pass rate Praxis II Core Subject Knowledge (5511) - SPED Adapted Curriculum= 2/5, 40% pass rate Praxis II Severe & Profound Applications (5545) - SPED Adapted Curriculum= 5/5, 100% pass rate Praxis II Secondary Social Studies (5081)= 1/1, 100% pass rate Praxis II Secondary English (5038)= 1/1, 100% pass rate </p>

Praxis II Spanish (5195)=0/1, 50% pass rate
Praxis II Middle Grades Language Arts (5047)= 0/1, 0% pass rate
Praxis II Middle Grades Mathematics (5164)= 2/2, 100% pass rate
Praxis II Middle Grades Science (5442)= 1/2, 50% pass rate

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Teacher Candidates:

In reviewing survey data from our program completers (N of 34), we determined that 90% or more were prepared or well prepared on AAQEP aspects 1a, 1e and 1f. Only 84% felt they were prepared to apply learning theories in practice, 71% prepared to engage in culturally responsive practices, and 71% prepared to use data to inform their practices. When asked about Standard 2, more than 90% of program completers stated they were prepared or well prepared on aspects 2c, 2e, and 2f. Only 86% felt prepared to engage and communicate with local communities, 82% were prepared to use culturally responsive practices, and only 65% felt prepared to grow students' global perspectives. Clearly, there are opportunities for us to revise our courses to better prepare our students in each of these areas.

Principal Candidates:

Principal candidate survey data reflected that greater than 90% of program completers felt well prepared on all six aspects of Standard 1 and all six aspects of Standard 2. Comments indicated that the rigor of this program was intense and that the candidates were ready to be placed in a leadership position post-graduation.

Ed.D. Candidates:

Doctoral candidate survey data indicated that 88% of program completers felt prepared or well prepared on 100% of AAQEP Standard 1 aspects. The only aspect in which one candidate felt "somewhat prepared" was 1c, engaging in culturally responsive practices. Similarly, 88% of candidates felt prepared or well prepared in 100% of Standard 2 aspects. Two candidates indicated that they only felt "somewhat prepared" on 2a, engaging and communicating with the community, and 2b, engaging in culturally responsive practices. These are repeated areas of weakness from the teacher candidate survey, indicating that as an EPP, we need to look more closely at providing additional support in these areas.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

We received 0 employer responses to our teacher, principal, and doctoral candidate surveys. We are looking at alternative methods for collecting and analyzing this data as it is an important perspective.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

At High Point University, we track employment rates at the institutional level. To gather this important data, our Education Preparation Program (EPP) conducts surveys with students shortly after they graduate. These surveys ask graduates about their current roles and employers, providing us with valuable insights into their career paths.

Moving forward, we are improving our data collection process by utilizing the WaterMark Student Learning and Licensure system. This transition will allow us to streamline how we track and report employment outcomes.

We are thrilled to share that for the 2023-2024 academic year, 100% of our graduates from all programs are either employed in their respective fields or pursuing full-time graduate studies.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures for Teacher Licensure	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Certification of Teaching Capacity	Proficient on all standards	100% proficient
edTPA	Pass rates vary by workbook	See section E in this report for all pass rates
Licensure Exams	Pass rates vary by licensure area	See section E in this report for all pass rates

Provider-Selected Measures for Principal Licensure	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
NC School Executive Evaluation Rubric for Pre-Service Principals	Proficient on all standards	100% proficient
NCDPI Certificate of Competency	Proficient on all standards	100% proficient
Electronic Evidences	Proficient or higher on rubric	100% proficient

Provider-Selected Measures for Superintendent Licensure	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Internship Evaluation Form	Proficient on all standards	100% proficient
Comprehensive Exam	80% or higher to pass	89% pass rate
Electronic Evidences	Proficient or higher on rubric	100% pass rate
Dissertation	Pass/No Pass	100% pass rate

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures for Teacher Licensure	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Certification of Teaching Capacity	Proficient on all standards	100% proficient
edTPA	Pass rates vary by licensure area	See section E in this report for all pass rates
Licensure Exams	Pass rates vary by licensure area	See section E in this report for all pass rates

Provider-Selected Measures for Principal Licensure	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
NC School Executive Evaluation Rubric for Pre-Service Principals	Proficient on all standards	100% proficient
NCDPI Certificate of Competency	Proficient on all standards	100% proficient
Electronic Evidences	Proficient or higher on rubric	100% proficient

Provider-Selected Measures for Superintendent Licensure	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Internship Evaluation Form	Proficient on all standards	100% proficient
Comprehensive Exam	80% or higher to pass	89% pass rate
Electronic Evidences	Proficient or higher on rubric	100% pass rate
Dissertation	Pass/No Pass	100% pass rate

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

1. **100% Pass Rate.** For the third year in a row, the Stout School of Education's Elementary Education and Special Education majors earned a 100% pass rate on the very challenging national teaching portfolio, the Educator Teaching Portfolio Assessment (edTPA). The national pass rate is 72% and our students have earned a 100% pass rate every year that the portfolio has been a licensure requirement for North Carolina!
2. **Summer Reading Camp.** Dr. Cavendish and her M.Ed. in Elementary Education students hosted a Summer Reading Camp at Oakview Elementary School. One hundred percent of the participating children increased their reading abilities as measured by the QRI6 and other literacy assessments. This was a wonderful model for our students to increase their ability to teach reading and to show demonstrated impact!
3. **Summer STEM Camp.** With fiscal support from a Burroughs Wellcome Fund Grant (\$180,000 grant), Drs. Blankmann and Holcombe hosted a weeklong STEMtastic Summer Camp in partnership with the Nido and Mariana Qubein Children's Museum for 40+ High Point elementary students and 10 High Point elementary teachers. As a result, several High Point elementary schools have launched after school STEM clubs that will be supported by our HPU Elementary Education students.
4. **Fulbright Scholars.** Of the three Fulbright Scholars from HPU, two were from the Stout School of Education. Lauren Buddie, an Honors Scholar from Powell, Ohio, was awarded the Fulbright English Teaching Assistantship in Bulgaria. Anna Tornovish, an elementary education major from Nantucket, Massachusetts, was awarded the English Teaching Assistantship in Spain. We are currently supporting five seniors in their applications for the Fulbright Scholars award for the 2025-2026 year.
5. **Doctoral Students Featured Nationally.** Doctoral students continue to present at national venues. This summer, Tanneshia Dukes, was invited to speak at the Southern Regional Education Board's annual conference in Nashville, TN, and Latrayl Adams was the invited keynote at this year's HIVE 2024 conference in Denver, CO.
6. **Faculty Co-Author Book.** Drs. Tara Shollenberger and Jordan Widelock completed Education Policy Institute Fellowships this spring which inspired their recently co-authored book, Shollenberger, T. & Widelock, J. (2024). Higher Education Law:

A Practitioner's Guide. Kendall Hunt Publishing.

7. **Education Leadership Institutes.** This summer, the Stout School of Education hosted 8 district leadership institutes for school systems in the Piedmont region of North Carolina. In total, over 400 public school educators had the opportunity to tour the campus, participate in training led by our graduate faculty, and learn about opportunities to complete their master's and doctoral degrees at HPU. These institutes are not only our way of partnering and supporting our local schools but serve as a strategic recruiting opportunity for our North Carolina educators.
8. **\$20 Million in Grants.** This summer, Dr. Holcombe and her team collaborated with the RASP Office to develop and submit grants totaling more than \$20 million. Grant winners of the Teacher Quality Partnership grant, the Education, Innovation and Research grant, and NC Principal Fellows grant, will be announced throughout the fall. If funds are awarded, they will support teacher, principal and superintendent degree and licensure programs at HPU.