

2023-2024

EPP Bachelor Performance Report

High Point University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

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. Through 14 Schools (Congdon School of Health Sciences, Hayworth School of Arts and Design, Congdon School of Entrepreneurship, Witcher School of Humanities and Behavioral Sciences, Phillips School of Business, Wilson School of Pharmacy, Qubein School of Communication, Kahn School of Law, Caine School of Nursing, School of Optometry, Stout School of Education, Wanek School of Natural Sciences, Webb School of Engineering, Workman School of Dental Medicine), the University offers Bachelor's degrees in 58 academic areas, Master's degrees in Athletic Training, Business Administration, Communication and Business Leadership, Education, Physician Assistant Studies, and Strategic Communication, and the following doctoral degrees: Doctor of Education in Educational Leadership (Ed.D.), Doctor of Pharmacy (Pharm.D.), and Doctor of Physical Therapy (D.P.T.). The instructional staff consists of 320 full-time and 140 part-time members. Most (81%) of the full-time faculty have earned doctorates or other terminal degrees in their fields of study. The institution is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Stout School of Education is currently AAQEP accredited through 2030.

High Point University's Vision

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of success and significance.

High Point University's Mission

High Point University's inspiring environment, caring people and engaging education equip graduates for success and significance by cultivating the values, knowledge, mindset and skills necessary to thrive in a competitive and rapidly changing world.

High Point University's Core Values

High Point University's academic programs provide a rigorous liberal arts education nourished by research and scholarship, interdisciplinary exploration, and experiential learning within the context of a vibrant university community committed to helping students develop their full potential and gain a deeper understanding of the human condition. Its programs are aligned with the University's vision and mission, and guided by the following core academic values:

- Respect for the integrity and enduring significance of intellectual discourse grounded in the written word;
- Understanding the importance of history, faith, and tradition in leading an examined life;
- Encouraging and inspiring free inquiry, curiosity, reflection, imagination, and critical thinking;
- Active engagement with the world through experience, service, and leadership.

Special Characteristics

The Educator Preparation Programs at High Point University have long been recognized for their excellence across the state of North Carolina. Our programs are situated within the liberal arts tradition, rigorous, field centered, and highly personalized. The educator preparation programs at High Point University are currently approved by the North Carolina Department of Public Instruction (DPI) and the Association for Advancing Quality in Educator Preparation (AAQEP).

Embedded within the High Point University Educator Preparation Programs are many opportunities to become closely involved in local public schools. Collaboration on a variety of research-based projects and partnerships currently exist between High Point University's Stout School of Education and the surrounding public schools. As a result, our candidates are engaged in many pre-professional activities such as literacy and technology tutoring, mentoring, and assisting with small group and whole class instruction beginning in the second semester of freshman year with EDU 1200. All fieldwork experiences are carefully structured and supervised by faculty in the School of Education so that candidates are challenged to grow in their knowledge, skills, and dispositions.

Stout School of Education's Mission

Our Mission is to prepare teachers, principals, superintendents, and education leaders who have the skills, knowledge, and dispositions to ensure a highly relevant and rigorous education for all children.

Stout School of Education's [Strategic Plan](#)

Our mission is fulfilled through the articulation of four key commitments:

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 diverse 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 diverse candidates, faculty, and partners.

Program Areas and Levels Offered

[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

Special education majors have a choice between two programs of study, [General Curriculum](#) or [Adapted Curriculum](#). 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.

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 each includes 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.

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

The Master 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.

Master’s 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 STEMtastic Summer Camp hosted by the School of Education for students in grades 3-8.

Master's 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.

Master's Degree in Education Leadership

The Master of Education (M.Ed.) in Educational Leadership prepares educational leaders and offers two tracks of study. For the administrative track, it is designed for candidates who have a baccalaureate K-12 teaching license and at least four years of successful licensed professional educator experience who seek to secure a school based administrative license. A non-licensure track is designed to strengthen teacher leadership skills and offers advanced study and internships in educational leadership.

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 (SACS) 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.

Pathways Offered

Traditional	Lateral Entry	Residency
X		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

In August of 2021, the Stout School of Education will be opened the state's very first Adapted Curriculum Learning Lab which will provide a space for all teacher and principal candidates to learn about and how to integrate assistive technologies in classrooms.

As candidates progress through the programs of study, coursework is intentionally sequenced to include several opportunities for exposure to the developmental characteristics of typical and atypical development, special education service delivery and instructional needs of K-12 students with special challenges. All EPP candidates are required to take EDU 2200: Nature of the Learner and EDU 3100: Students with Disabilities: Characteristics and Service Delivery Models. Additionally, a second classroom management course, EDU 3234: Behavioral Intervention and Supports in the Elementary Setting has been added to the program of study which includes a focus on the strategies general education teachers need to effectively teach students with disabilities who are experiencing primary or secondary behavioral issues as a function of the disability.

At the conclusion of the program all candidates are required to take EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which is specifically designed to emphasize how data should be used to make instructional improvements. This course is a co-requisite for the clinical internship experience. Included in this course are assignments and discussions about students in general education classes who are receiving instructional or testing accommodations. With the implementation of the required edTPA portfolio, all candidates must provide substantive commentary of a lesson segment taught during the clinical internship that highlights instruction and analyses of students of varying ability including a special needs student.

The EPP also offers a popular minor in special education which allows students majoring or seeking licensure in other areas to take additional coursework in both the policies and procedures of special education, functional behavior assessment, and to complete a practicum in a special education classroom.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Candidates progressing through the programs offered by the EPP are exposed to teaching strategies designed for students of limited English proficiency in various courses designed for each licensure area. In the Elementary Education program, all candidates are required to take two consecutive literacy courses that address LEP students as well as a required course in special education that includes a discussion of LEP. Additionally, all candidates take a course during their last year of study in diversity, equity and inclusion which includes a heavy focus on culturally responsive teaching.

Within the Special Education major, an additional course in teaching reading to reluctant readers and those with LEP is a requirement. Candidates enrolled in Secondary licensure programs, Middle Grades Education and Spanish K-12 all take a Literacy Across the Curriculum course which addresses LEP and includes a 30-hour practicum in a low performing school with assignments that include working with LEP students.

The activities offered by the program are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

In 2019-20 the EPP introduced a new core course requirement in all BA to M.Ed. Programs called “Design Thinking and Creative Thought” which is designed to provide in-depth analysis of research in creativity and design thinking as it applies to educational programming. Candidates will investigate, use and apply innovative educational tools, analyze educational curricula, apply and create lessons around design thinking and creative thought. Modules include (1) Defining Creativity and Design Thinking which includes a discussion of the theories underlying creativity, (2) Leading For Creative Change and addresses innovative leadership characteristics and the five mindsets for creative leadership, and (3) Design Thinking and Creative Curriculum in which candidates actually design curriculum and create innovative activities for classrooms, (4) Evaluating for Creativity, and (5) Creating Innovative Schools and Classrooms which includes discussions in the areas of instructional planning, problem-solving and scheduling. Assignments include creating standard aligned activities that demonstrate design thinking and creative thought, choosing curriculum being used in a current school system or school and evaluating the creative nature of the curriculum using a creativity scale for assessing the degree of design thinking, strengths and weaknesses of the program and choosing a Theory regarding Design thinking and Creative thought and preparing an interactive presentation on the theory.

A separate “assistive” technology course: Assistive Technology and Instructional Support (EDU 4545) is taken by candidates enrolled in the Adapted Curriculum initial teaching licensure program. Candidates are introduced to low levels and high levels of assistive technology, augmentative communication devices for individuals with disabilities and how to use assistive technology to enhance instruction, assessment and accommodations. Candidates in the STEM Elementary Education program also take a unique technology course, EDU 4511: Technology Integration for Elementary STEM Based Programs which emphasizes interactive whiteboard applications for STEM, iPad applications and Web 2.0 technologies. Candidates enrolled in EDU 4511 must complete a STEM-infused curriculum project.

In August of 2021, the Stout School of Education will be opening the state's very first Adapted Curriculum Learning Lab which will provide a space for all teacher and principal candidates to learn about and how to integrate assistive technologies in classrooms.

The activities offered by the program are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

The EPP continues to require all candidates to enroll in EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which serves as a co-requisite laboratory experience during the second half of the student teaching internship. All candidates enrolled in the internship are required to take this course which allows them to use “real” data from their own classrooms to track and predict student improvement in grades K-12. The course includes how data is used in formative assessment, making midcourse corrections, developing, and using rubrics, providing effective feedback, using data notebooks. Within this course candidates receive the preparation and feedback to complete Task 3 of the edTPA Performance-Based portfolio requiring them to assess and comment on a small group of varied achieving students in their clinical internship site.

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

Elementary Education K-6 majors are required to take EDU 4135: Integrated Arts in the Elementary School which includes opportunities for students to demonstrate proficiency in integrating the arts into lesson planning units for elementary K-6 students. Drama, Dance, Music, and Art are addressed in an integrated manner along with exposure to the learning theories of Multiple Intelligences, Differentiated Instruction and Learning Styles. Presentation of instructional units that integrate the arts is required as well as evidence that students understand how the arts can be incorporated into classrooms with special needs individuals.

Candidates enroll in EDU 4135 as a co-requisite to the Methods of Teaching Math and Methods of Teaching Reading and Writing during the spring semester of the third year of study. The placement of EDU 4135 is intentional as the faculty teaching these courses collaborate with one another and use the methods courses as the basis of the instructional units to demonstrate proficiency in arts integration. This allows for practical opportunities for candidates to see connections between content (math, literacy, and science) and the integration of the arts (art, music, dance, and drama) into this curriculum. It also creates an opportunity for faculty to address “STEAM” which adds the component of creativity, self-expression, and the dimension of the “arts” to content area instruction in math and science. Candidates enrolled in the class are exposed to hands-on activities and problem solving that encourages their own creativity as they look at math, literacy, writing and science through the lens of the arts.

Explain how your program(s) and unit conduct self-study.

In addition to the required annual reporting for AAQEP, Title-II and the IHE Performance Report, the EPP conducts an annual assessment of the unit each May. Ongoing programmatic areas identified as needing improvement are generated within individual departments within the Stout School of Education and these reports are synthesized and discussed in detail by the full faculty annually during a two-day meeting each May. Departmental and unit goals for the upcoming year are generated at these meetings and include input from all stakeholders (the Teacher Education Council, current students and graduates). Results from a 2019-2020 SWOT analysis were used by the new dean to launch a school-wide effort to craft a new strategic plan for 2021-2024. The Strategic Plan 2024 includes four new goals centered on academic reputation, relevance, rigor, and relationships. These are supported by 16 goals and progress monitored metrics. Progress on the four goals and 16 objectives is reported in each faculty meeting as well as at quarterly Teacher Education Council meetings. In the 2024-2025 school year, the faculty will evaluate the impact of the Strategic Plan 2024 and will launch a new strategic plan for the 2025-2028 school years.

All undergraduate and graduate programs of study continue to have an assessment plan in place which outlines the required Gateways a candidate must meet to progress through the program of study. At each Gateway, relevant assessment data is collected, analyzed, and shared with faculty and other stakeholders. It is typically this data that are used to develop new policy, new courses, or to make existing revisions to existing programs for improvement. It is noted that the addition of the required edTPA portfolio has now been included in the final gateway assessment of program completers at the undergraduate and MAT level. In 2018 the EPP generated new policies and procedures regarding the passing of tests required for the individual licensure areas and pass rate data indicates that these policies have been successful in increasing pass rates on required licensure examinations.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

With input from formal LEA partners, the EPP has designed its clinical field experience strand to provide each candidate progressive growth in content, pedagogical knowledge, and professional dispositions. Clinical experiences are significant in breadth, diversity, and duration to assure positive candidate outcomes. One of the unique features of the clinical field experience strand is that candidates begin their preparation in the freshman year. In the freshman year all candidates enroll in EDU 1200: Introduction to Teaching which is designed to expose candidates in education with seminars and practical experiences designed to increase their knowledge about careers in teaching. Candidates spend 10 hours in a clinical field experience at the level/grade they intend to teach observing and learning about the life of the teacher and participate in weekly on-campus seminars to reflect on these clinical experiences.

In their sophomore year, all candidates enroll in a 15-hour clinical fieldwork designed to assist them to better understand the developmental characteristics of P-12 learners. Atypical development and the impact on classroom teaching (both delayed and accelerated) is explored. Placement is at a diverse setting in a priority school district.

In junior year candidates begin methodology and literacy courses therefore candidates are expected to begin teaching lessons in reading, literacy, math, science and infused with technology across two consecutive semesters of 30-hour clinical experiences.

In the final year of study candidates enroll in two consecutive internships (Introduction to Student Teaching in the fall and Student Teaching Continuation in the spring) to complete a full year of experience in the same classroom. In the fall, candidates are required to begin the internship during the first week of the semester year to afford them with the opportunity to experience the very start of school. EPP candidates complete most clinical field experiences in Guilford County Schools (GCS) prior to the start of their clinical internship and approximately 60% of candidates continue in GCS for their final student teaching experience.

Additionally, PREPARE teacher residents complete their full-time residency in a Title-I school in Guilford County or Winston-Salem/Forsyth County Schools as a part of the US Department of Education Teacher Quality Partnership grant which was awarded to High Point University, N.C. A&T State University and Guilford County Schools in the fall of 2022. The PREPARE Residency program is designed to recruit and retain diverse teachers to serve a minimum of three years teaching in a low-performing school.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

The EPP continues to integrate a year-long student teaching internship through the delivery of EDU 4134/44/54/64/74: Introduction to Student Teaching in the fall and EDU 4230/40/50/60/70: Student Teaching Continuation in the spring. Both courses occur in the same field placement classroom, thus allowing candidates sustained opportunities to work with the same cooperating teacher for two consecutive semesters. The two courses (10 credit hours) were revised to meet the requirements of the 16-week student teaching internship.

In the fall student candidates complete one full-time week of student teaching at the start of classes in August to afford them the opportunity to observe the start of the academic year. Students continue in Introduction to Student Teaching for two hours each week until the midpoint of the semester when all candidates complete an additional full week of student teaching. Students seeking Secondary licensure or Spanish K-12 complete their second full-time week of student teaching during the university's fall break and those in Elementary Education or Special Education are permitted to use the week of final exams for internship completion. During this second full week students begin work on required edTPA assignments such as developing a required lesson plan that they will teach and video for one of the required portfolio artifacts. Students complete the remaining hours of the fall semester, and, with satisfactory academic and disposition performance, they are permitted to enroll in the spring Student Teaching Continuation course.

The spring internship experience includes the additional continuous 14 weeks of full-time placement in the same classroom as the Introduction to Student Teaching. Completion of the edTPA performance-based portfolio occurs during EDU 4230/40/50/60/70: Student Teaching Continuation. The EPP has also generated policies regarding the completion of required teaching examinations and progress in meeting these goals is also monitored by EPP faculty during the year-long internship experience.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

- 11 % of candidates in the EPP that are first generation college attendees
- 9 % of candidates in the EPP that are Pell Grant eligible

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

All literacy courses are aligned with the National Reading Panel Report (2000) stating that students need explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Our K-3 literacy course is heavily focused on the instruction and assessment of phonological and phonemic awareness and phonics. Our faculty have and will continue to participate in professional development to keep their science of reading knowledge current.

Pursuant to §115C-269.20 (a) (2), educator preparation programs that provide training for elementary education trainers are required to include adequate coursework in the teaching of mathematics. Below are four questions to capture more information about this component of your program. If your program does not offer an elementary licensure route, simply respond with N/A.

If your traditional educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

Undergraduate students pursuing either the Bachelor of Arts in Elementary Education plus the Elementary (K-6) Initial Professional License or the Bachelor of Arts in Special Education – General Curriculum plus the ECGC (K-12) Initial Professional License complete substantive coursework in the teaching of mathematics. Prior to entering the EPP, these students must complete one General Education course in quantitative reasoning and must pass the Praxis Core or SAT/ACT to demonstrate mathematical background. High Point University recommends candidates for the IPL only when mastery has been demonstrated by passage of licensure exams including the Praxis CKT Mathematics (Exam 7813).

Coursework in mathematics education for each program is detailed below.

Elementary Education

Course Number	Course Title	Credit Hours
EDU 3133	Methods of Teaching Mathematics I: Operation and Number	4
EDU 3232	Integrated Practicum in the Elementary Classroom	2
EDU 3233	Methods of Teaching Mathematics II: Geometry, Measurement, & Data Analysis	4
EDU 4233	Principles of Integrated Instruction: Math/Science	4

Course Descriptions

EDU 3133: Methods of Teaching Mathematics I: Operation and Number

The Methods of Teaching Mathematics series of courses is rooted in the National Council of Mathematics Principles and Standards for School Mathematics. Specifically, pre-service teachers will be introduced to the eight Mathematics Teaching Practices and Five Content Standards. Course I will enable preservice teachers to gain deep content and pedagogical knowledge for teaching Number and Operations and Algebraic Reasoning in the elementary school. Mathematics is taught for understanding where students are involved in problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations.

Course topics include the following: NCSCOS and NCTM standards unpacking and interpretation; number talks; counting and cardinality; problem solving and analysis of students' problem solving attempts/misconceptions; mathematical reasoning; mathematical discourse; procedural strategies (addition, subtraction, multiplication, division); questioning in mathematics; mathematical representations; operational fluency; place value concepts; modeling (place value, fractions, decimals); manipulatives (digital and physical).

Students complete 10 practicum hours in a K-2 classroom in EDU 3133 to apply course concepts with young learners.

EDU 3233: Methods of Teaching Mathematics II: Geometry, Measurement, & Data Analysis

The second course in the Methods of Teaching Mathematics series rooted in the National Council of Mathematics Principles and Standards for School Mathematics. The primary goal of this course is to develop your ability to design and implement mathematics instruction that is both reflective and mathematically significant. Course II will enable preservice teachers to gain deep content and pedagogical knowledge for teaching Geometry, Measurement, and Data Analysis and probability. Mathematics is taught for understanding where students are involved in problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations.

Course topics include the following: NCSCOS and NCTM standards unpacking and interpretation; multiplication and division concepts, representation, problem solving strategies, procedural fluency; analysis of students' problem solving attempts, misconceptions; student feedback; fractions, decimals and place value; proportional reasoning and geometry concepts; measurement concepts (nonstandard, standard, length, area, perimeter, volume); using formulas; academic vocabulary; reasoning and proof; data collection, display and interpretation; probability.

Note: Students enroll in the co-requisite EDU 3232: Integrated Practicum course. They are placed for a full semester in an elementary classroom in EDU 3232 to apply course concepts with young learners.

EDU 3232: Integrated Practicum for the Elementary Classroom

Candidates will complete a supervised 30-hour field experience focused on applying research-based principles and strategies across content areas. The field experience will provide opportunity for direct observations in classroom management, as well as small and whole group instruction. This course is a co-requisite with EDU 3233. Students apply course concepts from both math methods and literacy methods courses in the context of the practicum.

EDU 4233: Principles of Integrated Instruction: Math/Science

This course is designed to support the 21st Century teaching candidate to engage students in instruction that aligns with new NC State Standards and the Next Generation Science Standards to integrate physical, earth, and life science content with experimentation, technological design, and mathematics. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary education students using research-based principles such as inquiry, constructivism, nature of science, differentiated instruction, problem solving, and other instructional modalities. This course includes inquiry labs, learning theories, teaching methods, and field experiences to provide candidates with a deep understanding and a solid foundation for STEM learning and teaching. Emphasis within the course is placed on candidates applying mathematics (concepts, algorithms, procedures, applications) within science contexts across three dimensions: science and engineering practices, cross-cutting concepts, core disciplinary ideas.

Special Education – General Curriculum

Course Number	Course Title	Credit
EDU 3133	Methods of Teaching Mathematics I: Operation and Number	4
EDU 3233	Methods of Teaching Mathematics II: Geometry, Measurement & Data Analysis	4
EDU 3244	Teaching and Learning Strategies: Practicum in Special Education	2

Course Descriptions

EDU 3133: Methods of Teaching Mathematics I: Operation and Number

The Methods of Teaching Mathematics series of courses is rooted in the National Council of Mathematics Principles and Standards for School Mathematics. Specifically, pre-service teachers will be introduced to the eight Mathematics Teaching Practices and Five Content Standards. Course I will enable preservice teachers to gain deep content and pedagogical knowledge for teaching Number and Operations and Algebraic Reasoning in the elementary school. Mathematics is taught for understanding where students are involved in problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations.

Course topics include the following: NCSCOS and NCTM standards unpacking and interpretation; number talks; counting and cardinality; problem solving and analysis of students' problem solving attempts/misconceptions; mathematical reasoning; mathematical discourse; procedural strategies (addition, subtraction, multiplication, division); questioning in mathematics; mathematical representations; operational fluency; place value concepts; modeling (place value, fractions, decimals); manipulatives (digital and physical).

Students complete 10 practicum hours in a K-2 classroom in EDU 3133 to apply course concepts with young learners.

EDU 3233: Methods of Teaching Mathematics II: Geometry, Measurement, & Data Analysis

The second course in the Methods of Teaching Mathematics series rooted in the National Council of Mathematics Principles and Standards for School Mathematics. The primary goal of this course is to develop your ability to design and implement mathematics instruction that is both reflective and mathematically significant. Course II will enable preservice teachers to gain deep content and pedagogical knowledge for teaching Geometry, Measurement, and Data Analysis and probability. Mathematics is taught for understanding where students are involved in problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations.

Course topics include the following: NCSCOS and NCTM standards unpacking and interpretation; multiplication and division concepts, representation, problem solving strategies, procedural fluency; analysis of students' problem solving attempts, misconceptions; student feedback; fractions, decimals and place value; proportional reasoning and geometry concepts; measurement concepts (nonstandard, standard, length, area, perimeter, volume); using formulas; academic vocabulary; reasoning and proof; data collection, display and interpretation; probability.

Note: Students enroll in the co-requisite EDU 3244: Teaching and Learning Strategies: Practicum in Special Education course. They are placed for a full semester in a special education classroom relevant to their licensure area to apply course concepts with young learners.

EDU 3244: Teaching and Learning Strategies: Practicum in Special Education

Candidates will complete a supervised 30-hour field experience focused on applying research-based principles and teaching strategies for students with high and low incidence disabilities. This course examines characteristics of students with both low and high incidence disabilities. The field experience allows the candidate the opportunity for direct observation of the characteristics of students with disabilities. The North Carolina Standards for Special Education General Curriculum and Adapted Curriculum Teacher Candidates are also reviewed as part of this course.

If your residency educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

High Point University offers two programs aligned with the residency license. Candidates may enroll either in the MAT Elementary Education plus Elementary (K-6) licensure program. This program leads to a degree and licensure. HPU also a licensure-only/nondegree program leading to licensure in Elementary (K-6) and a licensure-only/nondegree program leading to licensure in Exceptional Children – General Curriculum (K-12). Prior to entering the EPP, these students demonstrate mathematical background through relevant coursework at the bachelors or masters level. High Point University recommends candidates for the IPL only when mastery has been demonstrated by passage of licensure exams including the Praxis CKT Mathematics (Exam 7813).

Coursework in mathematics education for each program is detailed below.

MAT Elementary Education

Course Number	Course Title	Credit Hours
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.

Course topics include the following: NCSCOS and NCTM standards unpacking and interpretation; measurement concepts; geometric thinking; mathematical questioning; problem solving; algebraic thinking; generalizations, patterns and functions; developing concepts of exponents, integers and real numbers; number concepts and number sense; positional relationship of numbers; procedural strategies (addition, subtraction, multiplication, division); mathematical representations.

Licensure-only Residency Program: Elementary Education and Exceptional Children – General Curriculum

Course Number	Course Title	Credit Hours
EDU 5934	Elementary Mathematics Development	3

EDU 5934. Elementary Mathematics Development (3): The purpose of this course is to help candidates understand how all types of learners' process and understand mathematics. This course is designed to provide differentiated methods and strategies for teaching mathematics, as well as the application of mathematics standards. The course will provide opportunities for candidates to gain content and pedagogical knowledge for teaching in the following areas: number and operations, algebraic reasoning, geometry, measurement, and Data Analysis and Probability. Candidates will develop lessons where students engage in problem solving, mathematical reasoning, communicating about mathematics, making connections, and using mathematical representations.

What resources/supports do you provide your traditional candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

Traditional undergraduate students pursuing either the Bachelor of Arts in Elementary Education plus the Elementary (K-6) Initial Professional License or the Bachelor of Arts in Special Education – General Curriculum plus the Exceptional Children General Curriculum (K-12) Initial Professional License receive initial test preparation support within the EDU 3133 and EDU 3233 courses taken during junior year. Students are required to make an initial attempt at Praxis CKT Mathematics in summer after junior year. Those who do not pass must retake in late summer and fall of senior year in an effort to reach the passing threshold prior to fulltime student teaching.

Optional supports for students include the following:

- Print-based test preparation manuals available through High Point University libraries
- Study.com accounts (available through private pay, TEACHNC reimbursement, or occasionally through bulk account purchases paid with department funds)
- Praxis CKT Bootcamps sponsored by the HPU PREPARE+ TQP grant and open to any test taker (both HPU students and the public)

What resources/supports do you provide your residency candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

Residency licensure students pursuing either the MAT in Elementary Education plus the Elementary (K-6) Initial Professional License or the licensure-only/nondegree programs in Elementary (K-6) or Exceptional Children General Curriculum (K-12) receive initial test preparation support within math pedagogy coursework. MAT Elementary Education Students are required to make an initial attempt at Praxis CKT Mathematics prior to their final semester and the supervised teaching course. Those who do not pass must retake in the final semester in an effort to reach the passing threshold prior to fulltime student teaching. Students in the licensure-only programs often complete the academic program prior to attempting the Praxis CKT Mathematics exam. Students with remaining residency licensure eligibility may enroll in EDU 5942: Licensure Continuation during which they are expected to develop an individualized study plan, demonstrate progress on their study plan, and attempt the exam by the end of the semester.

Optional supports for students include the following:

- Print-based test preparation manuals available through High Point University libraries
- Study.com accounts (available through bulk account purchases paid with department or grant funds)
- Praxis CKT Bootcamps sponsored by the HPU PREPARE+ TQP grant and open to any test taker (both HPU students and the public)