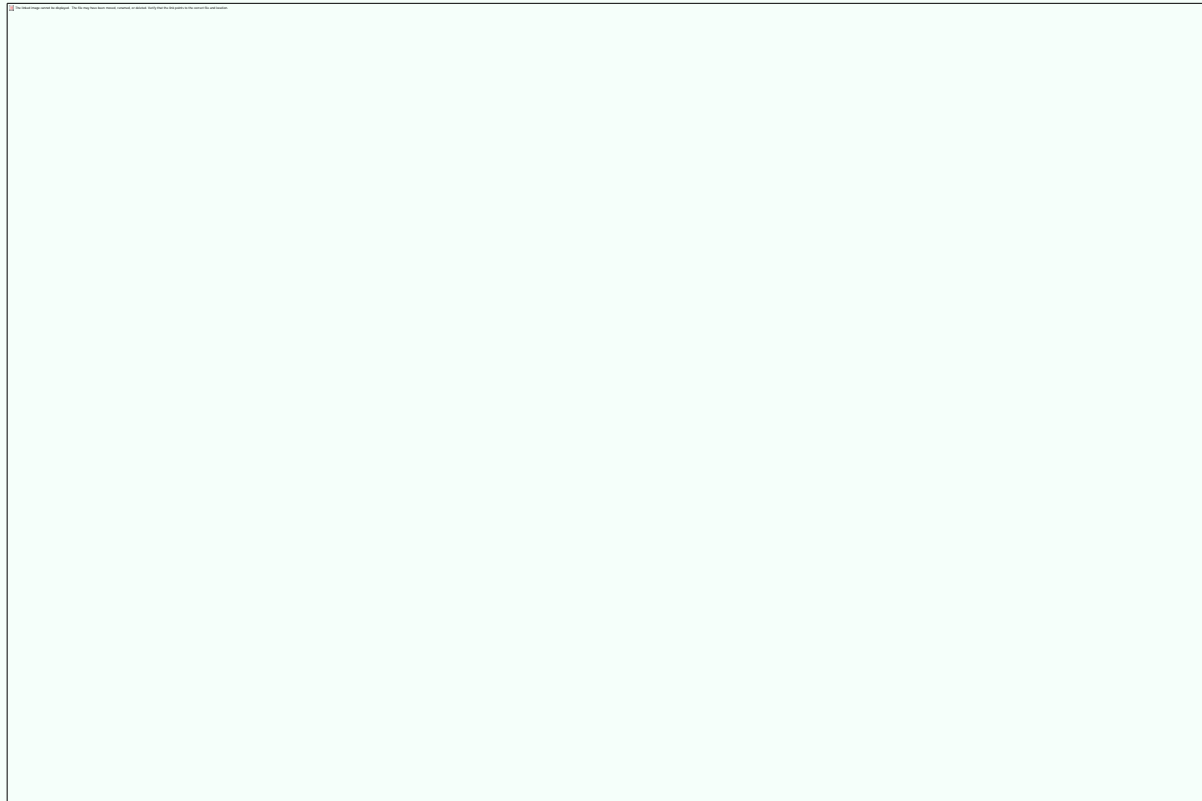


2019-2020

EPP Master's Performance Report

Barton College



Overview of Master's Program

Master of Education in Elementary Education

The Master of Education in Elementary Education program at Barton College provides for the continuing education of elementary level teachers who have previously completed initial preparation programs and who hold a teaching license in Elementary Education. It is intended to be a practitioners' master's program that recognizes the specialization of teacher leadership through classroom practice. We have designed our M.Ed. program in ways that allow us to remain committed to the four components of our teacher education conceptual framework - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - and the attributes of shared leadership that we wish to foster in our teacher leader candidates while incorporating focal 21st century knowledge and skills, and reflecting the guidelines from the State Board of Education related to the North Carolina Graduate Teaching Program Standards

and all descriptors of these standards. Sadly, no students have been admitted to this program in the last few years due to the removal of the pay incentive for teachers to earn a master's degree in a teaching area.

Special Features of Master's Program

The M.Ed. in Elementary Education is designed for teachers who already hold a valid North Carolina teaching license in Elementary Education. The program helps practicing teachers build on their knowledge and experience as they further develop their skills and expertise. Much reflection is involved as they learn and grow in their professional roles. This program is primarily cohort based. The candidates have reported that the bonds they create as a cohort are very valuable in helping them achieve success in the program and in continuing their professional development, even after they complete the degree. The first cohort started in June 2010, and a new cohort was begun each year through 2013-2014 academic year. No new students enrolled in the program for the 2014-2015 academic year due to the fact that new laws would prevent them from receiving a pay increase when they completed the degree. A new cohort began in the fall semester of the 2015-2016 academic year and completed the program in December 2016. No students have enrolled in this program since that time. If the state reinstates additional pay for teachers with this degree, then we plan to begin offering the program again. We have a list of interested students who are waiting to learn of the state's decision. The M.Ed. program is comprehensive and very intense in nature. This program ends with a culminating experience in which the candidates share their action research projects through an interactive and informative research symposium. Graduate students, Barton College faculty members, candidates' family members, and members of the professional community, including colleagues at area schools, are invited to attend the research symposium.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	0
Female	0
Gender Neutral	0
Gender not Provided	0
Total	0
Race/Ethnicity	Number
Asian	0
African-American	0
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0

White	0
Two or More Races	0
Race/Ethnicity Not Provided	0
Total	0

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

Full-Time			
	Male	Female	Gender Neutral
Graduate	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	Total	Total	Total
Licensure Only	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	Total	Total	Total
Part-Time			
	Male	Female	Gender Neutral
Graduate	African-American	African-American	African-American

	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	Total	Total	Total
Licensure Only	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	Total	Total	Total

C. Program Completers and Licensed 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				
Elementary (K-5)				
Middle Grades (6-8)				
Secondary Grades (9-12)				
Special Subjects				
Exceptional Children				
Vocational Education				

Special Services				
Total				
Comment or Explanation				

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

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

G. Scores of student teachers on professional and content area examinations.

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
No Tests Taken for Cohort			
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

H. Time from admission into professional teacher education program until program completion.

Full 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
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:						
No students were enrolled in this program in the 2019-2020 academic year.						