

2018-2019

EPP Masters Performance Report

Barton College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Programs

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. Barton College also offers a licensure-only program in Academically and Intellectually Gifted (AIG) Education for practicing teachers who already hold a teaching license.

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. The AIG licensure program is also a cohort-based program consisting of four courses. This program does not lead to a degree, but successful completers can add the AIG teaching license to their credentials.

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	0
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	
Multi-Racial	
Student does not wish to provide	

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

Full-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White		White	
	Other		Other	
	Total		Total	
Licensure-Only				
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White		White	
	Other		Other	
	Total		Total	
Part-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	

	White		White	
	Other		Other	
	Total		Total	
Licensure-Only				
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White		White	
	Other		Other	
	Total		Total	

C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
Total				

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

Measure	Graduate
MEAN GPA	
MEAN MAT Electronic Rubric	
MEAN MAT Written	
MEAN GRE Electronic	
MEAN GRE Written	
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	
NUMBER EMPLOYED IN NC SCHOOLS	

* 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 that lead to initial license on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years					
	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	Cumulative Pass Rate
Art						
Elementary (grades K-6)						
English						
Family and Consumer Sciences						
Health and Physical Ed						
M.G. Math						
Math (grades 9-12)						
Music						
Institution Summary						
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.						

F. 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						
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only						
Comment or Explanation: There were no students enrolled in this program in 2018-2019.						
