

IHE Master's Performance Report

Barton College

2013 - 2014

Overview of Master's Program

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 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 our 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.

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 and have some teaching experience. The program is designed to help practicing teachers build on their knowledge and experience, as they take their knowledge and skills to a new level. Much reflection is involved as they learn and grow in their professional roles. This program is primarily cohort based, with a new cohort beginning each summer. 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 duration of the program for each cohort is usually 15 months, with 13 semester hours delivered in face-to-face instruction during the first summer of the program, 13 hours delivered in an online format over the fall and spring semesters, and the final 10 hours of coursework provided in a face-to-face format during the second summer. The first cohort started in June 2010, and a new cohort has begun each year through the summer of 2013. There is some flexibility in the schedule, and this year the students had the option of taking the summer of 2014 courses during the 2013-2014 academic year so that they could complete the program and receive pay at the master's level in May, making them eligible for ongoing salaries at the master's level. No students have enrolled in the program for the summer of 2014 due to the fact that new laws would prevent them from receiving a pay increase when they completed the degree. We are hoping to start a new cohort in the fall or spring semester of the 2014-2015 academic year. This 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 with each other, with faculty members, and with invited members of the

professional community, including colleagues at area schools, through and interactive and informative research symposium.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	11
	Other		Other	
	Total		Total	13
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	
	Total		Total	6
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation: Our graduate program does not provide initial licensure.		

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

Masters	
MEAN GPA	3.22
MEAN MAT New Rubric	399
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	287
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.11
NUMBER EMPLOYED IN NC SCHOOLS	16
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. 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)		15		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		15		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 – 2013 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
N/A	N/A	N/A

* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded	13					
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded		1		1		
G Licensure Only						
Comment or Explanation:						