

IHE Master's Performance Report

Barton College

2014 - 2015

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 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 first cohort started in June 2010, and a new cohort has 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. We are planning to start a new cohort in the fall semester of the 2015-2016 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 an interactive and informative research symposium.

Master of School Administration

The Barton College School of Education was approved by the NC State Board of Education in January of 2014 to initiate a Master of School Administration program with preparation for a principal's license. The North Carolina Standards for School Administrators were used as the basis for developing this new program and the course work; research and projects are designed to accomplish these standards. This program is further supported by the Barton School of Education's conceptual framework of "The Evolving Professional Teacher." The first cohort of 12 students began in the fall of 2014.

The Master of School Administration program seeks to develop school executives who are able to diagnose the needs of the school and work collaboratively with stakeholders to design plans to meet those needs. We have designed our MSA program in ways that allow us to remain committed to the four components of our conceptual framework while incorporating 21st century knowledge and skills, and reflecting the guidelines from the NC State Board of Education. Programmatic courses are all required courses and are comprehensive in nature, involving all seven standards wherever practical. However, each course aligns most closely with one of the NC Standards for School Executives.

The MSA program follows the cohort model developed for the current Barton College M.Ed. program. It is a twenty four month program with courses offered as a combination of on-campus and online courses. Candidates complete 39 credit hours, which includes examination of current research, directed activities, discussion and reflection. Candidates are required to complete a 2-semester, six credit hour internship in a school setting under the supervision of an experienced school principal. The Barton College Director of the MSA program will also monitor and supervise the intern experience. Candidates are required to complete an action research project selected and planned collaboratively by the candidate and the school supervisor. Candidates will also submit electronic evidences utilizing an electronic portfolio. All electronic evidences will be evaluated by an instructor at Barton College, using appropriate rubrics.

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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
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	*
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
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:	

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)		1		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	1	0	0
Comment or Explanation:				

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

	2013 – 2014 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
No Test Takers		
* 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						
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					
G Licensure Only						
Comment or Explanation:						