

2015-2016

IHE 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 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 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. 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 are able to add the AIG teaching license to their credentials.

I. 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	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	0
	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. 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 Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
Total	0	1	0	0

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

Measure	Graduate
MEAN GPA	3.09
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5
NUMBER EMPLOYED IN NC SCHOOLS	6
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
n/a	n/a	n/a
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Program Area	Number of Issued Programs 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: There are no initially licensed programs in our graduate programs.		

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			1			
Licensure Only						
Comment or Explanation: We were not able to recruit a cohort of M.Ed. students in 2014-2015 due to the lack of pay increase for teachers earning this degree. Thus, the only student completing the program was one who began in the spring of 2013 and chose to take fewer courses each semester than the others in her cohort. She completed her program in fall 2015.						