

2017-2018

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 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 are currently enrolled in this program. 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	
Female	
Race/Ethnicity	Number
Asian/Pacific Islander	
African American	
Hispanic	
American Indian/Alaskan	
White	
Other	

B. 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	
	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	

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 on professional and content area examinations.

Specialty Area/Professional Knowledge	2016-2017 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor		
Curriculum Instruction Specialist		
MG-Lang Arts		
Institution Summary		
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. 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:		

G. 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: