

**IHE Master's Performance Report
Montreat College
2008 - 2009**

Overview of Master's Program

The Master of Arts in Education (K-6) has as its foundation the integration of faith and learning. The program educates students in the acquisition of a definitive understanding of how all children develop and learn so that they can utilize varied instructional approaches including technology to design effective learning experiences and assessments that enhance critical thinking skills. Strengthening their Christian world view, students learn how to establish a classroom climate that celebrates individuality and encourages partnerships with both parents and the community. Course work is directed toward the development of materials, resources, strategies, knowledge base, and attitudes that can be used in the classroom of the reflective communicator. The elementary education program provides the foundation for students to become reflective practitioners, professional educators, and life-long learners.

Special Features of Master's Program

Program Goals 1. Provide a graduate education program centered around a Christian worldview 2. Serve teachers who seek a value rich graduate program experience 3. Offer a quality graduate education program that will work with and serve the needs of the larger education community Program Objectives 1. Evaluate the eligibility of prospective students 2. Secure qualified personnel 3. Coordinate program goals and objectives with course goals and objectives 4. Acquire appropriate learning settings and materials for program delivery 5. Develop and improve evaluation instruments and processes for course implementation Program Dispositions 1. Empower graduate students to work with children and academic content within the context of a Christian worldview 2. Provide scaffolding for graduate students so that they may become educational leaders who are knowledgeable, reflective communicators 3. Connect the life of the schools in which the graduate students work with learning experiences in the classroom 4. Implement a graduate experience that supports a community of practice 5. Practice the conviction that each child is unique and has the right to learn

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	26
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	120
	Other	0	Other	3
	Total	11	Total	150
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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

Masters	
MEAN GPA	3.97
MEAN MAT New Rubric	398
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

C. Program Completers (reported by IHE).

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)	0	0	0	0	0	0
Elementary (K-6)	0	0	0	34	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0
Total	0	0	0	34	0	0
Comment or Explanation						

D. Scores of student teachers on professional and content area examinations.

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

E. 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	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.