

IHE Master's Performance Report

Montreat College

2009 - 2010

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. The program is cohort based and is offered on a non-traditional schedule. Cohorts are established and begun based on a minimum number of students enrolled and availability of classroom space and faculty. The program spans 18 months, requiring candidates to spend approximately 4-5 hours per week in study groups, which meet outside of class for the purpose of completing group assignments as well as any applicable clinical practice requirements. All classes meet for six weeks. Classes meet one night a week for 4 hours. Typically, candidates take one course at a time.

Special Features of Master's Program

The Master of Arts in Elementary Education degree program goals: 1. Demonstrate a body of core knowledge and professional skills and a commitment to continual renewal of these through life long learning and professional development. (Philippians 3:12 "Not that I have . . . already been made perfect, but I press on.") (MEO 5) (This reflects the nature of the reflective communicator as well as an agent of renewal and change. The reflective communicator is an instructional leader who learns the content and sound methodology (2007 CF.) (Graduate Standards 1, 3, 4 and 5) 2. Demonstrate a disposition inclined to transformation, renewal, and reconciliation, both in communicating a subject and in differentiating instruction according to the needs of learners. (II Timothy 2:24, 25 "The Lord's servant . . . be kind to everyone, able to teach, not resentful. Those who oppose him he must gently instruct.") (MEO 1b, c) This reflects the dispositions of caring and empathy and the skills of reading the audience and context to develop an optimal learning environment and to adjust content and method to fit the situation. (2007 CF, p. 9 NCATE report.) (Graduate Standards 1 and 2) 3. Use a variety of methods and materials to engage students in the processes of critical thinking, problem solving, and collaboration. (I Corinthians 14:20 ". . . in your thinking be adults.") (MEO 3) (The teacher

reflects on the ideal teaching/learning environment for the communicative situation and builds on the skills of students. (2007 CF) (Graduate Standard 1) 4. Demonstrate effective communication, using a variety of methods, in interactions with students, parents, and members of the professional community. (Ephesians 4:29 “what is helpful for building others up according to their needs”) (MEO 2) (This reflects a continuing emphasis on skills of communication and skills in relating to diverse audiences.) (Graduate Standards 1 and 5) 5. Serve proactively and model the tenets of ethical codes in carrying out responsibilities of the profession within the school community. (Colossians 3:23 “Whatever you do work at it with all your heart, as working for the Lord, not for men.”) (MEO 1b,e) (The disposition of caring reflects an ethical approach.) (Graduate Standards 2 and 5) 6. Demonstrate an appreciation for diversity as an expression of the manifold image of God in humankind, and build on diversity as an asset in the classroom by consistently integrating culturally relevant materials and ideas. (I Corinthians 9:22 “I have become all things to all men.”) (MEO 1d) (This reflects the essence of the reflective communicator who has empathy, cares about others, and seeks to meet the needs by knowing the content, reflecting on the context and the learner, and building motivation for learning. (CF 2007) (Graduate Standard 2)

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	26
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	121
	Other	1	Other	4
	Total	10	Total	151
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	0	Total	0
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	0	Total	0
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	0	Total	0

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)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.32
MEAN MAT New Rubric	398
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	*
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	

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)		46		
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	46	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	*
Institution Summary	4	*
* 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	159					
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						
G Licensure Only						
Comment or Explanation						

G. 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 several factors affecting survey responses, survey results will not be reported at the institutional level this year.