

IHE Master's Performance Report

Pfeiffer University

2006 - 2007

Overview of Master's Program

Pfeiffer University offers two masters degree programs for elementary education teachers: the Master of Science in Elementary Education (M.S.E.E.) and the Master of Arts in Teaching in Elementary Education (M.A.T.). The M.S.E.E. is designed for teachers who possess elementary certification and who are committed to continuous learning to further their knowledge of content and refine their professional competencies. The M.A.T. program is designed for candidates who desire initial licensure in elementary education and have or will acquire sufficient background knowledge to also achieve advanced level preparation. The curricular program for the M.A.T. addresses the North Carolina standards for initial licensure and the advanced level standards, as well as the goals of the Interstate New Teacher Assessment and Support Consortium (INTASC). In addition to the advanced level standards of the State of North Carolina, the M.S.E.E. program incorporates experiences responsive to the propositions of the National Board for Professional Teaching Standards (NBPTS).

Special Features of Master's Program

In accordance with Pfeiffer University's emphasis upon servant leadership, the dominant theme of the M.S.E.E. and M.A.T. programs is the development of servant leaders. Most candidates in the graduate program are teachers or teacher assistants and are provided a 40% tuition reduction if they are full-time public school employees. Thus, course assignments emphasize the development of authentic products that can be used for improvement of the educational process in the candidates' schools. The M.A.T. program emphasis is informed consumption of research and exemplary practice, but also requires ongoing service in the school and culminates in a 10-week teaching internship with concurrent implementation of an exemplary curriculum project. The M.S.E.E. program includes a servant leadership internship and culminates in the implementation of an action research project or thesis. The servant leadership internship provides the candidate support to design and implement a special service project in collaboration with school and community partners that will enhance the quality of educational service in the school community. Both the action research project and the servant leadership internship provide the bases for the candidates' responses in application for National Board certification. The M.S.E.E. Program component offered at the Charlotte campus is in special partnership with the Charlotte-Mecklenburg Schools (CMS). CMS provides the tuition for teachers in schools with high numbers of low-performing and at-risk students. Thus, the program serves as a vehicle for enhancing the competencies of teachers who work with challenging populations. The master's programs are designed to be accessible to the working adult student. They are offered in two-year rotations on both the Charlotte and the Misenheimer campuses. Candidates can choose to complete the fast track, two-year plan, or work at a slower pace. Courses are offered evenings and during the summer to accommodate teachers, teacher assistants, and other working adults.

The program encourages the enrollment of small cohorts while at the same time maintaining flexibility for entrance at various times. The Graduate School serves approximately 50% Caucasian students, 45% African-American, and 10% from other ethnic/race groups. The University has submitted a request to add a master's level program in Educational Leadership, which will provide career teachers another professional option. Its location will be based on the expressed preference of the cohort of candidates who enroll in the program.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	29
	Other	0	Other	0
	Total	5	Total	40
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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	2	Total	13
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. 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	3.8
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	38
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	854
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

D. 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	PC	LC	PC	LC	PC	LC
LC Completed program and applied for license						
Prekindergarten (B-K)						
Elementary (K-6)			2	25		
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	0	2	25	0	0
Comment or Explanation						

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

	2005 - 2006 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	16	56
Institution Summary	16	56
* 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	26	1				
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	1					
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.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.91	3.67
connect subject matter and learner's needs.	4.00	4.00
implement research-based approaches.	3.91	3.83
assume leadership roles.	3.82	3.67
facilitate learning for diverse students.	3.91	3.67
engage in continuous professional development.	3.82	3.83
Number of Surveys Received	≈ 11	6
Number of Surveys Mailed	18	30
≈ Less than five survey responses received last year. Last year's responses were added to this year's responses		