

IHE Master's Performance Report

Pfeiffer University

2007 - 2008

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 advanced level standards. During 2007-2008, the School of Education Graduate faculty spent over 30 hours in workshop sessions, and many more hours individually, to revise the M.A.T. program for alignment with the NC Professional Teacher Standards. 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 on the development of servant leaders. The M.A.T. program requires ongoing service during research and practice courses and presently culminates in a 10-week teaching internship with concurrent implementation of an exemplary curriculum project. Performance on Praxis II for M.A.T. students has not been satisfactory. Therefore, the program has been redesigned. Beginning 2007-2008, M.A.T. students will complete the requirements for the initial teaching licensure with 33 hours and a 10-week internship prior to advancing to the advanced level requirements. The program and pedagogy courses have been redesigned for greater alignment with the North Carolina Professional Teaching Standards as well as the Praxis II. Additionally, a Praxis II preparation course was designed to help candidates present synthesized information and develop skills in writing. Candidates will return after at least one year of teaching experience to complete the advanced level standards. Beginning 2007-2008, M.A.T. students will complete an action research project comparable to that required for M.S.E.E. students. The Master of Science program includes a servant leadership internship and culminates in the implementation of an action research thesis or project. The servant leadership internship requires the candidate 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. The M.S.E.E. is aligned with the advanced North Carolina standards for teacher preparation and the requirements for National Board certification. The

M.S.E.E. Program component is offered in special partnership with the Charlotte- Mecklenburg Schools (CMS). CMS provides 60% of the tuition for teachers in schools with high numbers of low-performing and at-risk students; and Pfeiffer provides a 40% tuition scholarship. Thus, the program serves as a vehicle for enhancing the competencies of teachers who work with challenging populations. Both master's programs are offered in the evenings and during the summer in order to be accessible to working adult students. Until the present year, courses have been offered on both the Charlotte and Misenheimer campus. For greater program effectiveness and efficiency, beginning 2008-2009, graduate courses will be offered in two-year rotations only on the Charlotte campus. Both the M.A.T. and M.S.E.E. Programs have successfully reached ethnic minorities: 31% of the candidates in the M.A.T. program and 39% of the candidates in the M.S.E.E. program belong to ethnic minority groups, primarily African American.

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	1	Black, Not Hispanic Origin	21
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	36
	Other	0	Other	0
	Total	6	Total	59
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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	3	Total	12
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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.76
MEAN MAT New Rubric	386
MEAN MAT Traditional	34
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	825
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 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	4	26	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	4	26	0	0
Comment or Explanation						

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

	2006 - 2007 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	21	76
Institution Summary	21	76
* 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	5	6	0	2	0	0
Masters-First Awarded	2	4	1	1	2	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	2	4	0	0	0
Masters-First Awarded	0	0	0	1	0	0
G Licensure Only	0	0	0	0	0	0
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.	3.8	3.25
connect subject matter and learner's needs.	3.6	3.13
implement research-based approaches.	3.4	3.13
assume leadership roles.	3.7	3.25
facilitate learning for diverse students.	3.5	3.25
engage in continuous professional development.	3.8	3.25
Number of Surveys Received	10	8
Number of Surveys Mailed	15	15