

**IHE Master's Performance Report  
Pfeiffer University  
2008 - 2009**

---

**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 a 36 SH program 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 a 45 SH program designed for candidates who desire initial licensure in elementary education and who subsequently may achieve advanced level preparation for the advanced "M" license. The curricular program for the M.A.T. addresses the North Carolina standards for initial licensure and advanced level standards. During 2008-2009, the graduate faculty of the School of Education spent over 50 hours in workshops and work sessions, and many more hours individually, to revise the M.A.T. program for alignment with the new NC Professional Teacher Standards. In addition to the advanced level standards of the North Carolina State Board of Education, 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. program is on the development of servant leaders. M.S.E.E. students develop and implement a servant leadership project to provide special service within the school community. 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. student improved in 2007-2008 and during 2008-2009. As of 2007-2008, all pedagogy courses were aligned with the North Carolina Professional Teaching Standards and Praxis II. While only 76% of M.A.T students passed the Praxis II in 2006-2007, 100% passed in 2007-2008. Beginning 2007-2008, M.A.T. students completed the requirements for the initial teaching licensure with 33 hours and a 10-week internship. Candidates in the M.A.T. program return after at least one year of teaching experience to complete advanced level preparation. Beginning 2008-2009, M.A.T. students completed an action research project comparable to that required for M.S.E.E. students. The Master of Science in Elementary Education program culminates in the implementation of an action research thesis or project. Also, M.S.E.E. students complete a servant leadership internship where they design and implement a special service project in collaboration with the school and community partners to enhance the quality of educational service in the school community. 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. For greater program effectiveness and efficiency, beginning 2008-2009, both programs have been offered only on the Charlotte campus. The M.A.T. Program on the Charlotte Campus has successfully reached ethnic minorities: 30% of the candidates in the program belong to an ethnic minority group, 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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	9
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>14</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	27
	Other	0	Other	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>44</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>2</b>

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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>2</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Masters</b>	
MEAN GPA	3.86
MEAN MAT New Rubric	388
MEAN MAT Traditional	38
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	782
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license						
<b>LC</b> Completed program and applied for license						
Prekindergarten (B-K)	0	0	0	0	0	0
Elementary (K-6)	3	3	0	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	3	3	0	26	0	0
Comment or Explanation						

**D. Scores of program completers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2007 - 2008 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	6	100
Institution Summary	6	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**E. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On	4	17	2	1	1	0
Masters-First Awarded	2	2	1	1	0	0
G Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On	0	1	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.