

IHE Master's Performance Report

Pfeiffer University

2009 - 2010

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 Elementary Education (M.A.T.-EIEd). 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.S.E.E. is a 36 semester hour program, which addresses all advanced North Carolina teaching standards and incorporates experiences responsive to the propositions of the National Board for Professional Teaching Standards (NBPTS). The M.A.T.-EIEd program is a 46 semester hour program designed for candidates who desire initial licensure in elementary education and have or will acquire sufficient background knowledge to achieve an advanced level preparation. This licensure program is offered in two phases. Phase I consists of 34 semester hours and leads to recommendation for the Standard Professional I license. It addresses all North Carolina standards for initial licensure. Phase II addresses standards for the advanced licensure. It consists of 12 semester hours and leads to recommendation for the advanced "M" license. Beginning this year, Pfeiffer University offers also the Master of Arts in Teaching Special Education (M.A.T.-SPED). Like the M.A.T.-EIEd program, the M.A.T.-SPED program is offered in two phases. Phase I consists of 33 semester hours and leads to recommendation for the Standard Professional I license. It addresses all North Carolina standards for initial licensure. Phase II addresses standards for the advanced licensure. It consists of 12 semester hours and leads to recommendation for the advanced "M" license.

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. 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. programs emphasize 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 with 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 reimburses 60% of the tuition for teachers in schools with high numbers of low-performing and at-risk students. Pfeiffer University provides a 40% tuition scholarship for these teachers. 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 the Charlotte campus. Candidates can choose to complete the fast track, two-year plan, or work at a slower pace. Courses are offered evenings, weekends, and during the summer to accommodate teachers, teacher assistants, and other working adults. The programs encourage the enrollment of small cohorts while at the same time maintaining flexibility for entrance at various times.

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	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	26
	Other		Other	
	Total	4	Total	32
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			
	Asian/Pacific Islander			1
	Black, Not Hispanic Origin			3
	Hispanic			
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other		Other	
	Total	4	Total	14
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	3.9
MEAN MAT New Rubric	392
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	823
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)		24		
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	24	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	7	100
Institution Summary	7	100
* 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						
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.