

2018-2019

EPP Masters Performance Report

Pfeiffer University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

Pfeiffer University offers two master's degree programs in the field of education: (1) the Master of Science in Education (M.S.E.) with opportunities for licensure concentrations in elementary education, special education – general curriculum and curriculum and instruction, and (2) the Master of Arts in Teaching (M.A.T.) with licensure concentrations in both elementary education and special education – general curriculum.

The M.S.E. is designed for teachers who possess elementary licensure and who are committed to continuous learning to further and/or refine their content knowledge, pedagogical skills, and professional dispositions. The M.S.E. is a 34 semester hour, online program that 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. program is a 37-semester hour program designed for candidates who desire initial licensure in either elementary education or special education – general curriculum. This licensure program is offered in two phases. Phase I consists of 25 semester hours, addresses all NC standards for initial licensure, and leads to recommendation for the Standard Professional I license. Phase II addresses standards for advanced licensure. It consists of 12 semester hours and leads to recommendation for the advanced “M” license.

The Division of Education at Pfeiffer University offers one master’s degree program that does not lead to licensure. The Master of Science in Education (M.S.E.) program with a concentration in STEM education is a 34-semester hour program for teachers interested in expanding their knowledge and skills in the field of STEM education.

Special Features of Master’s Program

A predominant theme of the graduate programs in Teacher Education at Pfeiffer University is the development of teachers as servant leaders. This is in keeping with the Division of Education’s conceptual framework of “developing servant leaders for professional practice” and the University’s mission of preparing its students for “a lifetime of achievement, scholarship, spirituality, and service”. All graduate candidates take coursework in servant leadership and complete a collaborative servant leadership project. Since most of the candidates in the graduate program are teachers or teacher assistants, course assignments emphasize the development of authentic products that can be used for improvement of the educational process in the candidates’ classrooms and schools. All of the graduate programs emphasize consumption of and participation in research and exemplary practice. Supervised fieldwork is required in all of the master’s programs. Through the re-visioning process, the Division of Education incorporated a 360-degree evaluation project as a culminating clinical experience.

The master's programs are designed to be accessible to the working adult student. They are offered in rotations. The M.A.T. program is offered as a hybrid program, allowing candidates to take many of their courses online and build "seated" class times into their schedules in consultation with the program director. The M.S.E. program is offered completely online to allow practicing teachers flexibility in completing the coursework needed to earn the master's degree. Candidate find the use of distance learning technologies to be a positive component to the program delivery within the Division of Education at Pfeiffer. Candidates who are employed fulltime in a school setting are eligible for an Educator Scholarship (40% tuition reduction).

I. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Graduate Educator Prep Program

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	0
Female	0
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	
Multi-Racial	
Student does not wish to provide	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	10
	Multi-Racial		Multi-Racial	

	Not Provided		Not Provided	
	Total	0	Total	11
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0
Part-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	1
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0

C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				

Prekindergarten (B-K)				
Elementary (K-6)		5		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)		2		
Vocational Education (7-12)				
Special Services Personnel		2		
Total	0	9	0	0

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

Measure	Graduate
MEAN GPA	3.89
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.00
NUMBER EMPLOYED IN NC SCHOOLS	7
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Scores of program completers that lead to initial license on professional and content area examinations.

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
N/A			
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.			

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters

Graduate degree	1	5	1			1
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only						
Comment or Explanation:						