

2016-2017

IHE 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 elementary education: the Master of Science in Education (M.S.E.) with a concentration in elementary education and the Master of Arts in Teaching Elementary Education (M.A.T.-ELEM). 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.-ELEM program is a 46 semester hour program designed for candidates who desire initial licensure in elementary education. This licensure program is offered in two phases. Phase I consists of 34 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. This program is currently under review by the Division of Education’s faculty for programmatic changes. Due to that review, no new candidates were admitted to the M.A.T.-ELEM program this year.

Pfeiffer University also offers two master’s degree programs leading to licensure in special education. The M.S.E. program with a concentration in special education is a 34 semester hour, online program that allows teachers with initial licensure an opportunity to expand their content knowledge, pedagogical skills, and professional disposition in an effort to more positively impact the students they serve. Upon successful completion of this program, candidates can be recommended for the “M” level license with the NC Department of Public Instruction. Like the M.A.T.-ELED program, the M.A.T.-SPED program is offered in two phases. To better meet the needs of candidates enrolling in the program and focus more specifically on the competencies necessary for initially licensed personnel in the special needs classroom setting, this program was recently redesigned. Phase I consists of 25 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. The MAT-SPED program was under review for the 2016-2017 academic year. Efforts are underway to explore a merger of the two MAT programs into one degree program with two tracks or concentrations.

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. This is a new program that will be offered online.

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. Candidates can choose to complete the traditional track (15 months for the M.S.E. program or 24 months for the M.A.T. program), or work at a slower pace. Courses have been offered evenings, weekends, during the summer, and through distance learning technologies on local community college campuses to accommodate teachers, teacher assistants, and other working adults. Candidates who are employed fulltime in a school setting are eligible for an Educator Scholarship (40% tuition reduction).

I. 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	0
	Asian/Pacific Islander		Asian/Pacific Islander	0

	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	6
	Other		Other	0
	Total		Total	7
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		Total	

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

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

Measure	Graduate
MEAN GPA	3.75
MEAN MAT Electronic Rubric	.

MEAN MAT Written	.
MEAN GRE Electronic	.
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	*
NUMBER EMPLOYED IN NC SCHOOLS	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2015-2016 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Spec Ed: General Curriculum	2	*
Institution Summary	2	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

E. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses

Program Area	Number of Issued Programs 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)		
Total	0	0
Comment or Explanation:		

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	0	0	0	0	0	0

Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	w	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						