

# IHE Master's Performance Report

Pfeiffer University

2012 - 2013

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## Overview of Master's Program

Pfeiffer University offers two master's degree programs in the field of elementary education: the Master of Science in Elementary Education (M.S.E.E.) and the Master of Arts in Teaching Elementary Education (M.A.T.-ELEM). The M.S.E.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.E. is a 36 semester hour 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.

Pfeiffer University also offers the Master of Arts in Teaching Special Education (M.A.T.-SPED). Like the M.A.T.-ELED 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

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 University's mission of "preparing servant leaders for lifelong learning". 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' 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 two-year rotations. Candidates can choose to complete the fast track, two-year plan, or work at a slower pace. Courses are 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 a 40% tuition reduction scholarship.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	14
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	54
	Other		Other	2
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>70</b>
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	
	<b>Total</b>		<b>Total</b>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	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	2
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
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	
	<b>Total</b>		<b>Total</b>	

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)	1	1
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.84
MEAN MAT New Rubric	390
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	861
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
<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)				
Elementary (K-6)	1	35		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)	4	5		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>5</b>	<b>40</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	0	N/A
* 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.**

<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	22	8	5	3		2
Masters-First Awarded	2	6	3			
G Licensure Only						
<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						1
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.