

IHE Master's Performance Report

Campbell University

2005 - 2006

Overview of Master's Program

Campbell University is fully accredited by the Southern Association of Colleges and Schools. In addition, Professional Education programs leading to licensure for teaching, counseling, and school administration are fully accredited and approved by the State Board of Education and the National Council for the Accreditation of Teacher Education. These programs are designed to develop an exemplary educator who is a problem solver. Programs are developed based a knowledge base with ten components: general education and discipline; ethics; theoretical foundations; diversity; curriculum; professional skills; practice; education and information technology; research; and assessment. Programs are also designed to address the following dispositions: acceptance of diverse backgrounds; thoughtful foreseeability; collaborative and collegial working relationships with others; and being proactive in understanding current professional issues and trends. At the masters' degree level, programs provide additional depth and specialization by assisting practicing professionals to relate theory and research to current professional practices, trends, and issues. Core courses, individualized projects, assignments, and field experiences allow graduate students to renew and refine existing skills and competencies while developing new ones. The ability to integrate information and knowledge from varied experiences and courses and to apply the results in professional settings is emphasized. Degrees offered include the Master of Education, Master of Arts, and Master of School Administration. Concentration areas available include elementary education, middle grades education, secondary education (English, history, mathematics), exercise science, school counselor, and school administration (principal).

Special Features of Master's Program

Masters' programs at Campbell University do have some special features designed to meet the unique needs of the population served. In the teaching areas, a special option exists for the candidate who already holds a bachelor's degree and wishes to satisfy A-level licensure requirements while pursuing a masters' degree. Coursework is structured to allow graduate credit for courses that document teaching competencies. This program includes three stages: general education and methods courses, the internship semester, and remaining courses to complete the graduate major. Internship requirements are structured to recognize experience the candidate brings with them. While the requirement for a candidate with no successful teaching experience is 14-weeks, the candidate who is lateral entry employed does a 10-week experience, and the candidate with one year of successful teaching experience does a 5-week experience. Initial licensure is granted after stage 2, and upgraded to M-level licensure upon completion of stage 3. All graduate courses are scheduled in late afternoon and evening, thereby allowing candidates to complete all coursework except internships after the regular working day. Most students are

employed while they complete degree requirements. The Master of School Administration program is one of only two approved for implementation in a nonpublic university in the state.

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	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	26
	Other	1	Other	0
	Total	11	Total	29
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	3	White, Not Hispanic Origin	7
	Other	0	Other	1
	Total	3	Total	8
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	116
	Other	2	Other	0
	Total	32	Total	131
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	46
	Other	0	Other	2
	Total	17	Total	53

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)	52	41
Middle Grades (6-9)	3	2
Secondary (9-12)	31	17
Special Subject Areas (K-12)	7	5
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	93	65
Comment or explanation		

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

Masters	
MEAN GPA	3.45
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	951
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	1	1
Elementary (K-6)	53	50	10	10
Middle Grades (6-9)	5	4	1	1
Secondary (9-12)	3	3	1	1
Special Subject Areas (K-12)	2	1	2	2
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	2	2
Special Service Personnel	11	11	0	0
Total	74	69	17	17
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	48	100
Institution Summary	48	100
* To protect confidentiality of student records, pass rates based on fewer than four 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 Degree	4	6				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree			24	37	11	9
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.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.75	3.46
connect subject matter and learner's needs.	3.69	3.39
implement research-based approaches.	3.66	3.36
assume leadership roles.	3.5	3.29
facilitate learning for diverse students.	3.59	3.29
engage in continuous professional development.	3.78	3.46
Number of Surveys Received	32	28
Number of Surveys Mailed	54	54