2020-2021

EPP Master's of School Administration

Campbell University

Overview of Master's of School Administration Program

The Campbell University Master of School Administration licensure programs was "re-visioned" in 2010. The program is based upon the North Carolina Standards for School Executives: Principals. Several modifications have been implemented at the request of the Master of School Administration Advisory Committee and feedback from students enrolled in the program. These modifications include the substitution of a three-semester hour course in the place of three internship modules of one semester-hour each, the institution of crucial conversations in two courses, a field trip to an exemplary school and guest speakers in both the Saturday Seminars and in the Effective Leadership Practices course.

The premise of the program is that candidates learn best by "doing" leadership tasks. These task include, but are not limited to, seven electronic evidences and the achievement of at least proficient in each of the seven standards in the School Executives: Principals rubric as well as proficiency in each of the twenty-one competencies of School Executives: Principals. The seven evidences include:

- o a case study addressing both student academic achievement and student development,
- o a human resource handbook
- o a fifteen-minute culture video addressing all aspects of a school's environment, , and a safety audit

- o a management manual,
- o a school improvement action plan,
- o a staff and community tool kit, and
- o an ethics project for Campbell University only.

The candidates must address leadership actions through real-world scenarios and case studies; video-taped crucial conversations in which they resolve conflicts and address dilemmas on video for feedback from their peers; produce budgets and schedules; use data to improve learning, teaching and school facilities; create staff recruitment and retention documents and address other non-personnel issues and other support structures.

Admissions criteria are: a minimum of three years of successful teaching or related experience; a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit; an official satisfactory score on the GRE for those who have no previous Master's degree; three letters of recommendation, one of which must be from the school principal or superintendent; a writing sample done through a survey of experiences based upon the standards and competencies; and an interview with the M.S.A. program coordinator.

The total program requirements include nine, three-semester-hours credit courses and seven, one-semester-hour credit internship modules with total program requirements at thirty-four (34) Semester Hours. Courses are offered in all four academic sessions (fall, spring and two summer sessions). Except for the Saturday Seminars that meet from 9:00 a.m. – noon eight tijmes per year and Summer Session II when two classes are offered back-to-back starting at 8:00 a.m. – 3:30 p.m., all other classes are offered in the late afternoon and evening on the main Campbell University campus or on-line.

Candidates for the Master's degree must successfully complete these 34 semester hours of course work including the seven, one-semester hour internship modules; complete an electronic evidence portfolio consisting of six evidences required by the State of North Carolina with one module/electronic evidence related to ETHICS which is assessed only by Campbell University; attend eight Saturday seminars, presenting at one of these; and successfully pass an applications-based, four-hour written comprehensive examination. The School Leaders Licensure Assessment is no longer a licensure requirement for candidates but remains an option for those who wish to consider placement in other states.

The Internship seminars are held for three hours once per month from September through April on Saturday mornings on the Buie's Creek campus. Practicing and aspiring school administrators are also invited to attend these seminars and add much to the depth of discussions. For these seminars, candidates read a series of books, enjoy several guest speakers and hold lively discussions about the North Carolina Standards for School Executives: Principals, and how the Standards apply to the real world of school leadership. These are the same Standards on which they will be evaluated as school leaders. Guest speakers are invited to share their experiences and are always well-received by the candidates.

The candidate's electronic evidences portfolio documents the attainment of at least a PROFICIENT level of competence in each of the underlined descriptors in the North Carolina Standards for School Executives: Principals and attainment of proficiency in each of twenty-one competencies. These evidences also demonstrate that candidates have met the objectives of the Campbell University M.S.A. Program which are to develop PROFICIENCY in:

- o Problem solving,
- o Leadership,
- o Collaborative and data-driven decision-making,
- o Management and supervision,
- o School law and finance,
- o The education of students with special needs including poverty, behavior, English Language Learners and Exceptional Children --- both gifted and struggling learners,
- o Student growth and development,
- o Curriculum and instructional improvement and
- o School culture and safety.

Special Characteristics of Master's of School Administration Program

The revised Campbell University M.S.A. stresses field experiences in every course, offer internship modules which address specific behaviors, and engage candidates in standards-based, real-world application of skills and competencies. The program is noted for the personal attention given to candidates.

Candidates and professors maintain close contact by visits, phone or email, and seminars and workshops. The program coordinator communicates regularly with the entire group of candidates, shares phone and email professional information and provides a supportive and positive dialogue with candidates.

All candidates rate each course and instructor and give feedback to each professor. They also rate the program components as part of their exit requirements. These data are used to provide program improvements and changes to coursework or those who teach in the program.

The M.S.A. program coordinator orients each site supervisor/mentor principal in the beginning of their internship. This internship begins during the candidate's first semester in the program and spans, at a minimum, a school year and a summer. The program coordinator visits, either in person or electronically, near the mid-term of the internship to complete a collaborative "fist of five" assessment of the candidate's ability to independently facilitate twenty aspects of school leadership.   The program coordinator visits a

third time at the end of the candidate's internship. The principal and candidate again complete a collaborative "fist of five" summary of the candidate's ability to independently facilitate the twenty aspects of school leadership. These two summaries are compared to ascertain growth. Three other evaluation materials are reviewed at the final visit which are (1) a matrix of standards of both Campbell University origin (seven) and the seven Standards of the School Executives which are completed by both the Site Supervisor/Mentor and candidate; (2) the assessment of candidate's twenty-one competencies which are completed but both; and (3) the third, narrative component for Site Supervisor/Mentor and the third component for candidates which is a thorough, three-page program evaluation.

The Campbell M.S.A. program is also unique in its efforts to maintain relationships with program completers and other public school administrators. These working professionals are given opportunities to network, attend seminars and workshops and engage in collaborative dialogue regarding educational practice and program quality. All program completers are invited to join the M.S.A. Advisory Council. Venues are provided at these meetings for participants to interact, share concerns and gain assistance from their colleagues and former professors.

M.S.A. Advisory Council meetings also provide opportunities for graduates and program completers to share valuable input regarding the quality of the degree program and to help envision future directions for the programs. These meetings were crucial to the re-visioning and continuous improvement of the Campbell M.S.A. program. Many program modifications have occurred based upon the Advisory Council's feedback.

A committee of program completers meets to examine portfolios and to triangulate the assessment of those portfolios. The assessment team members rate three sets of portfolios. Their rating is compared to the Coordinator rating for validity and reliability of assessments.

Assessments done by program completers indicate that candidates report high satisfaction rates with their experiences at Campbell University. Many candidates are employed as Assistant Principals prior to completing their degrees and more than 60% of our graduates are working in administrative positions upon and following their graduation from Campbell University.

I. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Harnett County Schools, Johnston County Schools, Lee County Schools, Cumberland County Schools, Sampson County Schools, Wake County Schools
Start and End Dates	Academic Year 2020-21
Priorities identified in Collaboration with LEAs/Schools	Developing effective school executives (principals) We added students from the SREC TP3 Grant from Richmond, Robeson, and Moore Counties and instituted a full time paid internships for 11 students.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	M.S.A. program and internship activities for candidates.
Summary of the Outcome of the Activities and/or Programs	Harnett County Schools, Johnston County Schools, Lee County Schools, Cumberland County Schools, Sampson County Schools, Wake County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Johnston County Schools
Start and End Dates	2008 to December 2020
Priorities identified in Collaboration with LEAs/Schools	Develop effective policies to guide principals, other school executives and staff
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	M.S.A. coordinator elected to serve on Board of Education
Summary of the Outcome of the Activities and/or Programs	Johnston County Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Johnston County Schools
Start and End Dates	2013 - December 2020
Priorities identified in Collaboration with LEAs/Schools	Provide scholarships and grants to students and teachers to enhance learning
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	M.S.A. coordinator elected to serve on Johnston County Education Foundation
Summary of the Outcome of the Activities and/or Programs	Johnston County Schools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Member of the Public School Forum
Start and End Dates	Academic Year
Priorities identified in Collaboration with LEAs/Schools	Equity, Diversity, and Inclusion
Number of Participants	50
Activities and/or Programs Implemented to Address Priorities	Webinars, opening of the Dudley Flood Center, and Leadership Programs and Recognitions
Summary of the Outcome of the Activities and/or Programs	More awareness of needs and ways to address priorities across North Carolina.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	5
Female	9
Gender Neutral	0
Gender Not Provided	0
Total	**14**
Race/Ethnicity	**Number**
African-American	2
Am. Indian/ Alaskan Native	1
Asian	0
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	0
White	10
Two or More Races	0
Race Not Provided	0
Total	**14**

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time						
	Male		**Female**		**Not Identified as Male or Female**	
MSA	African-American	2	African-American	7	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	1	Asian	0	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	5	White	11	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**9**	**Total**	**19**	**Total**	**0**

Licensure-Only	Male		Female		Not Identified as Male or Female	
	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Part-Time						
	Male		**Female**		**Not Identified as Male or Female**	
MSA	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Master's Degree		Graduate Licensure Only	
PC - Completed program but has not applied for or is not able for a license. **LC-completed program and applied for license.**	**PC**	**LC**	**PC**	**LC**
Campbell University	4	2	0	0
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.77
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	299.63
MEAN GRE Written	1,037.50
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	13.31
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	25
N/A - Data Not Available	
* - Less than five scores reported	

Comment(s):