

IHE Master's Performance Report

CAMPBELL UNIVERSITY

2014 - 2015

Overview of Master's Program

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 (math, language arts, and social studies), secondary education (English, history, mathematics), exercise science, school counselor, and school administration (principal).

The Campbell University MED Program has received approval to move towards an online option beginning 2013-2014. We continue to refine this process.

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 initial 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 the remaining courses to complete the graduate major. Internship requirements are structured to recognize experience the candidate brings with them. While the requirement for candidates with no successful teaching experience is 14-weeks, the candidate who is lateral entry employed completes a 10-week experience, and the candidate with one year of successful teaching experience completes 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. Students are now able to complete the courses for AIG licensure as part of the Masters' program.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	33
	Other		Other	1
	Total	7	Total	38
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	13
	Other		Other	
	Total	5	Total	17
Part Time				
	Male		Female	
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	
	Other		Other	
	Total		Total	
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. 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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total		
Comment or Explanation:		

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

Masters	
MEAN GPA	3.44
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	292.20
MEAN GRE Traditional	924.44
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.40
NUMBER EMPLOYED IN NC SCHOOLS	25
* 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
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)		1	2	2
Middle Grades (6-9)				
Secondary (9-12)				2
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel	1	1		
Total	1	3	2	4
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	3	*
Elementary Education (grades K-6)	1	*
English	1	*
Institutional Summary	5	100
* 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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded		1				
G Licensure Only		3				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
Comment or Explanation:						