

2018-2019

EPP Masters Performance Report

Campbell University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

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 received approval to move towards an online option beginning in 2013-2014. We continue to refine this process as we look to expand several programs and offer new ones.

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. 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, if they so desire.

The Campbell University Curriculum Council approved the Professional Education's request to offer a Masters' in Curriculum and Instruction, Masters' in Gifted Education, and add-on licensure programs in English as a Second Language, and Instructional Technology Licensure. These programs will begin in fall, 2019.

Finally, the Residency Program will be offered with courses at the graduate level to assist those candidates who have been employed by a Local Education Agency, but who lack the initial licensure. The courses include:

- EDUC 501 Special Topics (3) (to include the Student Teaching Clinical Field Experience)
- EDUC 601 edTPA/National Board Certification Seminar (to prepare for the national portfolio assessment; edTPA)
- EDUC 621 Survey of Educational Technology (to prepare for the digital literacy requirements)
- EDUC 625 Educational Assessment (to understand how data can inform instruction)
- EDUC 628 Understanding the Whole Child (Classroom Management)
- EDUC 633 Inclusion of Diversity within Standard-Based Curriculum (3) (Standards and Curriculum with focus through diversity of students)

With these courses offered at the graduate level, these students may continue to pursue a graduate degree following the completion of these courses which, upon successful completion of all requirements including licensure examinations, the candidate will be recommended for the initial teacher license. This also begins in fall, 2019.

I. CHARACTERISTICS OF STUDENTS

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

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	17
Female	53
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	10
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	60
Multi-Racial	0
Student does not wish to provide	0

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

Full-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	9	White	25
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	10	Total	26
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	1
Part-Time				

	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)	2			
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)	2			
Special Subjects (K-12)	1			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel	1	1		
Total	6	1	0	0

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

Measure	Graduate
MEAN GPA	3.47
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	289.71
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.00
NUMBER EMPLOYED IN NC SCHOOLS	12
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Scores of program completers that lead to initial license on professional and content area examinations.

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
School Counselor	2	*	96
Institution Summary	2	*	93
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.			

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	8	1	0	1	0	0
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only						
Comment or Explanation:						

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