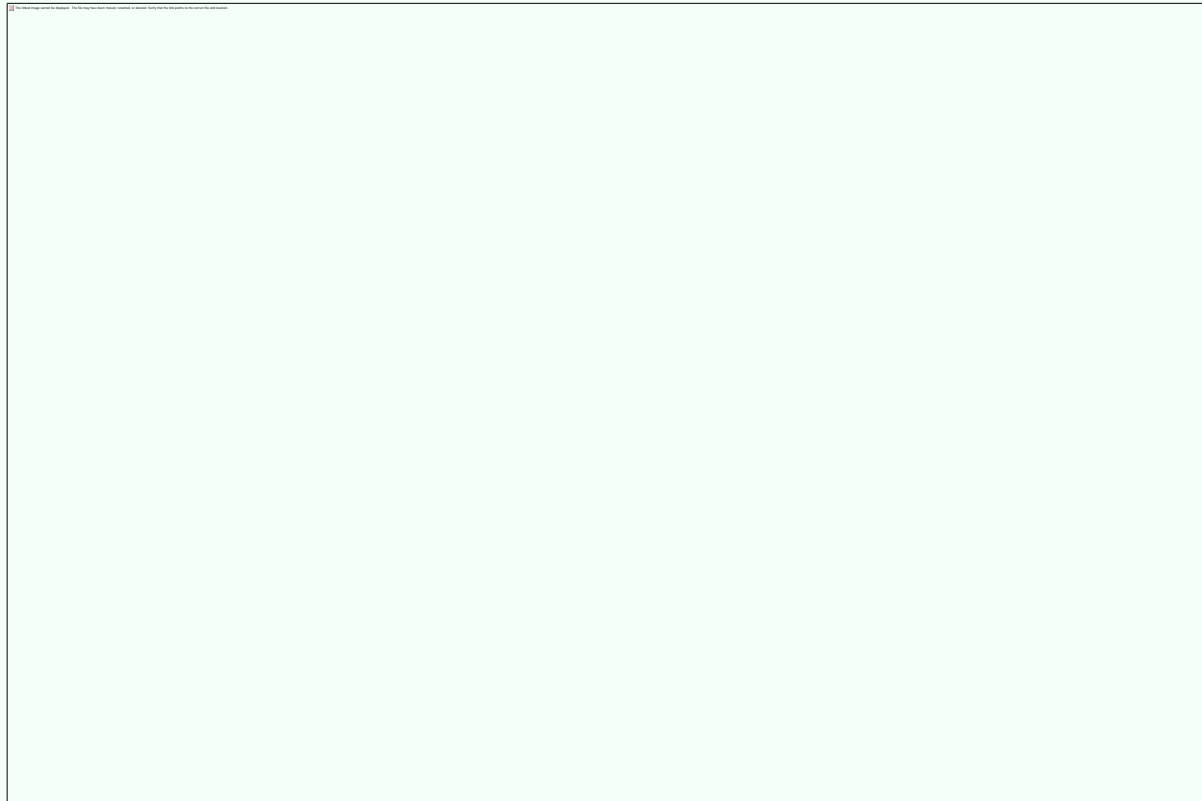


2019-2020

EPP Master's Performance Report

Campbell University



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.

The Graduate Professional Education Committee approved the addition of the MEd in Curriculum and Instruction. Additionally, licensure only programs in Instructional Technology and English as a Second Language were added in the Fall of 2019.

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 began fall, 2019.

Finally, the Residency Program is 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 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 and Social and Emotional Learning)
- EDUC 655 Teaching Excellence in the P12 Classroom (pedagogy for effective teaching)
- EDUC 501 Special Topics in the edTPA (preparation for the national portfolio, edTPA)
- EDUC 670 Student Teaching Clinical Field Experience

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 began in fall, 2019.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	14
Female	44
Gender Neutral	0
Gender not Provided	0
Total	58
Race/Ethnicity	Number
Asian	1
African-American	15
Am. Indian/Alaskan Native	2
Hispanic/Latino	1
Native Hawaiian/Pacific Islander	0
White	36
Two or More Races	0
Race/Ethnicity Not Provided	3
Total	58

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

Full-Time					
	Male		Female		Gender Neutral
Graduate	African-American	1	African-American	4	African-American
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	12	White	34	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	13	Total	38	Total
Licensure Only	African-American		African-American		African-American
					0

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Graduate	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	Total	0	Total	0	Total	0
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C. Program Completers and Licensed 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				
Elementary	1	2		
Middle Grades				
Secondary	1			
Special Subjects				
Exceptional Children				
Vocational Ed				
Special Services	1	2		
Total	3	4	0	0
Comment or Explanation				

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

Measure	Graduate
MEAN GPA	3.40
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	287.33
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	1.59
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	33
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
Comment or Explanation:	

G. Scores of student teachers on professional and content area examinations.

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Social Studies (grades 9-12)	1	*	100
School Counselor	2	*	99
Institution Summary	3	*	95
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	2	0	0	0	0	0
Licensure Only	5	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						