

IHE Master's Performance Report

Lenoir-Rhyne College

2005 - 2006

Overview of Master's Program

Master of Arts degrees are offered in one teaching area (Birth-Kindergarten) and in one school support area (School Counseling). These programs are designed for individuals who wish to pursue graduate studies in order to gain experience, develop leadership skills and enhance professional competence. The advanced B-K program includes a core of twelve credits designed to build leadership and research skills, equipping the teacher to function in an ever-changing, increasingly diverse society. A second set of twelve credits is required that expands and deepens the graduate candidate's knowledge and skills in the content area through applied research, assessment, and understanding of the learner. A third set of twelve credits is required that target leadership within the context of the specialized area of study with application evidenced through opportunities for intense internship. The Masters of Arts degree in School Counseling, which continues to be one of the fastest growing graduate programs, prepares individuals for positions as professional counselors in public school settings. The school counseling program (available through a master's level program or as a licensure only option for those entering with a related graduate degree), places primary emphasis on the development of strong clinical skills. Prospective school counselors who satisfactorily complete the School Counseling program requirements and receive a passing score on the PRAXIS specialty examination are eligible for licensure as a school counselor in North Carolina. Graduates of this program are leaders in the field, as reflected by the selection of a recent graduate as the Counselor of the Year for 2005-2006 for the Alexander County Schools.

Special Features of Master's Program

The mission of the teacher and counselor education programs at Lenoir-Rhyne College for both initial and advanced programs is to prepare public school professionals who know their content, know how to teach/counsel, are successful with diverse populations, are leaders, are reflective about their practice, and are respectful and caring. School counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, a mastery of clinical skills, and the ability to practice as reflective counselors interacting diverse populations in a variety of agency settings and within public schools. The college mission of wholeness of mind, body and spirit set the tone for the personal, nurturing contact provided candidates, a hallmark of the teacher and counselor education programs at Lenoir-Rhyne College. These programs prepare reflective practitioners who are caring professionals, and express the sincere desire to send professionals into school environments knowing children and adolescents and with the ability to be attentive to their needs in order to support learning. During 2005-2006, a number of opportunities were provided for graduate students to enhance their preparation through workshops and seminars led

by experts in the fields of study. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our candidates while we extend school professionals' development and, in turn, enhance our own development as educational professionals. This relationship should be collaborative, reciprocal, and collegial; a community where leadership and reflective practice are modeled and provided. It is also our hope that the college mission of responsible leadership for service to the world is modeled with the value of altruism reflected as education candidates see faculty engaged in life-long learning. This professionalism is the particular focus of the advanced programs in Birth-Kindergarten and School Counseling. Candidates are expected to demonstrate leadership skills through mentoring, action research, consultation with colleagues, and the preparation of professional presentations. Upon program completion, candidates prepare an authentic portfolio of their growth and the resulting impact upon student learning that such growth has engendered rather than prepare a thesis. An emphasis on applied technology and leadership is threaded throughout the programs. During 2005-2006, in response to the data collected through surveys of partnering school districts that profiled the viability of the existing Master's program in Literacy, it was decided to discontinue the program due to low enrollment and demand. A new study has been recommended by the Graduate School to examine the possibilities for a Masters of Arts in Teaching (MAT) program that would target, among others, NCTEACH program completers who earn graduate credits. Coordination of this study is planned for 2006-2007.

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	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	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	Total	4
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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	20
	Other	0	Other	0
	Total	1	Total	23
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	0	White, Not Hispanic Origin	6
	Other	0	Other	1
	Total	0	Total	7

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)	1	1
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)	18	15
Other		
Total	19	16
Comment or Explanation		

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

Masters	
MEAN GPA	3.36
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,252
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)	2	1	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	11	8	2	2
Total	13	9	2	2
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	Less than 4 Test Takers or Tests Not Required	

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	0	1	0	2	1	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	0	0	1	3	2	3
G Licensure Only	0	0	1	0	0	1
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.	*	*
connect subject matter and learner's needs.	*	*
implement research-based approaches.	*	*
assume leadership roles.	*	*
facilitate learning for diverse students.	*	*
engage in continuous professional development.	*	*
Number of Surveys Received	0	1
Number of Surveys Mailed	1	1
* - Less than five responses received. NR - No survey responses received.		

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.