

IHE Master's Performance Report

Lenoir-Rhyne College

2007 - 2008

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.

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 L-R 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 L-R. 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 2007-08, opportunities were provided for graduate students and career school counselors to enhance their preparation through workshops and seminars. Among seminars offered was one provided by the L-R Counseling program coordinator for the Hickory

Public Schools, "Supporting the Emotional Needs of Students in Your Classroom". Counseling faculty led a student services retreat for counselors and staff from Wilkes County Schools with workshops presented on "Legal and Ethical Issues for School Counselors" and "Self-Injurious Behaviors". Affiliation with professional organizations was stressed for both the B-K and School Counseling programs. Counseling graduate candidates, faculty, and alumni attended and presented information at that NCACES (North Carolina Association of Counselor Educators and Supervisors) conference which was hosted by Lenoir-Rhyne in October of 2007. B-K Graduate students worked together in the B-K Consortium, and assisted in teaching and modeling for B-K undergraduate students . Participation continues in the collaborative "Crosswalks" project for diversity awareness in teacher education. Graduate B-K faculty continued participation in the task force called "The Power of K" which hosts an advocacy group of career Kindergarten teachers to support the expectations of developmentally appropriate practice and increase the availability of mentoring and professional development for less experienced teachers. In work with the area public schools in 2007-08, counseling interns provided 3000 hours of internship and 40 hours of counseling practicum work. Birth-Kindergarten candidates for advanced licensure continued their work in many types of public settings from community colleges, More-At-Four programs, Pre-K, HeadStart and kindergartens in K-5 schools. Also during 2007-08, school counseling graduates students were again taught a diversity-focused class by the Catawba County Schools Director of Counseling Services who serves as an adjunct instructor for the graduate program in school counseling. During 2007-08, a successful search resulted in the employment of an additional full-time faculty member in the area of School Counseling for 2008-09.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	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
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	1	Total	8
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 First License	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
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	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	12
	Other	0	Other	1
	Total	0	Total	15
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	2	White, Not Hispanic Origin	3
	Other	0	Other	1
	Total	2	Total	4

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	19	15
Other	0	0
Total	19	15
Comment or Explanation		

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

Masters	
MEAN GPA	3.45
MEAN MAT New Rubric	404
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1003
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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 First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)	0	0	0	1	0	0
Elementary (K-6)	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	2	0	0	1
Total	0	0	2	1	0	1
Comment or Explanation						

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

	2006 - 2007 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	4	*
Institution Summary	4	*
* 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	0	0	0	0	0	0
Masters-First Awarded	0	1	0	1	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-Upgrade/Add-On	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	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.	*	3.80
connect subject matter and learner's needs.	*	3.80
implement research-based approaches.	*	3.80
assume leadership roles.	*	3.60
facilitate learning for diverse students.	*	3.80
engage in continuous professional development.	*	3.60
* Less than five responses received. They will be added to next year's responses.		