

# IHE Master's Performance Report

Lenoir-Rhyne University

2011 - 2012

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## Overview of Master's Program

At this time, L-R has two programs active and running at the master's level. 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 MA in Language Development and Learning (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 masters 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 and the use of data-driven strategies in the development of a comprehensive school counseling plan. 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. Beginning Fall 2012 the School Counseling program will be offered at the Lenoir-Rhyne University Center for Graduate Studies in Asheville, NC. Driven by discussion with school superintendents, and answering the issues and needs that they have for advanced and post-baccalaureate preparation, L-R added masters programs during the academic year 2011-2012. Blueprints were accepted by NC-DPI for revisions to the B-K graduate program as well as graduate options for English as a Second Language and Deaf and Hard of Hearing Education programs. Students are currently being recruited for these programs. Additionally, a Master of Arts in School Leadership blueprint was submitted to NC-DPI for review. We expect to receive approval this summer and begin accepting students in the fall. Finally, the College of Education and Human Services will begin a Master of Arts in Community college Administration at the Asheville campus beginning fall 2012.

## Special Features of Master's Program

The mission of both the teacher and counselor education programs at Lenoir-Rhyne University for both initial and advanced programs is to prepare 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. The School of Counseling prepares students as either agency counselors, school counselors, or as blended agency-school counselors. Any counseling student who completes a program as a School counselor must demonstrate a strong theoretical foundation, a mastery of clinical

skills, and the ability to practice as reflective counselors interacting with diverse populations in a variety of settings within the public schools. The L-R University mission of wholeness of mind, body and spirit set the tone for the personal, nurturing contact provided to candidates, a hallmark of the teacher and counselor education programs at L-R. These programs prepare reflective practitioners who are caring professionals who enter school environments knowing children and adolescents, and who address children's needs in order to support learning. During 2011-2012, opportunities were provided for graduate students and career school counselors to enhance their professional preparation by making presentations at a celebration of student research (SOURCE) held here on campus in April. Additionally, affiliation with professional organizations was an area of emphasis for both the B-K and School Counseling programs. Counseling graduate candidates, faculty, and alumni remain active participants in the professional counseling associations, both at state levels and with the American Counseling Association. L-R hired an additional B-K faculty member who worked collaboratively with SOE faculty to strengthen the field through a regional B-K Consortium, and assisted in teaching and modeling for B-K undergraduate students. 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 addition, the new MA in Language Development and Learning provides add-on track in ESL and DHH. In work with the area public schools in 2011-2012, each school counseling intern provided over 300 hours of service to their school during the internship as well as an additional 40 hours of service during early counseling practicum work. Birth-Kindergarten candidates for advanced licensure continued their work in many types of public settings including programs in community colleges, More-At-Four programs, Pre-K, HeadStart sites and kindergartens in K-5 schools. Finally, the School of Counseling was approved by the South Carolina Department of Higher Education to begin offering the MA in Counseling degree at the Lenoir-Rhyne Lutheran Theological Southern Seminary in Columbia, SC as early as the 2012-13 academic year.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
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	3	White, Not Hispanic Origin	8
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>8</b>
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	
	<b>Total</b>		<b>Total</b>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	13
	Other		Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>19</b>
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	
	<b>Total</b>		<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
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)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.77
MEAN MAT New Rubric	439
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	959
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		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)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel	14			
Other				
<b>Total</b>	<b>14</b>			
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	13	100
Institution Summary	13	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On	1	1	1			
Masters-First Awarded				2	1	
G Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On	1		1			
Masters-First Awarded	1		1			1
G Licensure Only	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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.