

# **IHE Master's Performance Report**

**Lenoir-Rhyne University**

**2013 - 2014**

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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 (Language Development & Learning) 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 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. In fall 2012 the School Counseling program began offerings at the Lenoir-Rhyne University Center for Graduate Studies in Asheville, NC. In fall 2014 the Counseling program will be delivered at the new Center for Graduate Studies in Columbia SC. The College of Education and Human Services began a Master of Arts in Community college Administration at the Center for Graduate Studies in Asheville, NC in the fall of 2012. Finally, the College will begin offering a new innovative graduate program in Online Teaching and Instructional Design in fall 2014.

## **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 2012-2013, 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 on campus in April. Additionally, affiliation with professional organizations was an area of emphasis for both Education 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 two new graduate level instructors to work in the MAT initial licensure program and teach courses within the other graduate programs as necessary. 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 is ESL and DHH. In work with the area public schools in 2012-2013, 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. A new practicum was developed to provide 100 additional clinical hours to all candidates. Implementation will begin in 2013-14. 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 continued delivery of its MA in School Counseling program at the Center for Graduate Studies in Asheville, NC during the 2013-14 academic year. In Fall 2013 Lenoir-Rhyne University was awarded initial, full CACREP accreditation for both the Hickory and Asheville campuses.

## 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	28
	Other		Other	1
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>30</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>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>5</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>
MA in Teaching	1	0
<b>Total</b>	<b>1</b>	<b>0</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.33
MEAN MAT New Rubric	405
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	172
MEAN GRE Traditional	557
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.67
NUMBER EMPLOYED IN NC SCHOOLS	6
* 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).**

<b>Program Area</b>	<b>Graduate</b>		<b>Graduate Licensure Only</b>	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> 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)		3		
Vocational Education (7-12)				
Special Service Personnel		5		
<b>Total</b>		<b>8</b>		
Comment or Explanation:				

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

	<b>2012 - 2013 Program Completers Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
No Test Takers		
* 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						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
Comment or Explanation:						