



South Carolina Commission on Higher Education

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CAAL
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Agenda Item 3c

September 1, 2011

MEMORANDUM

TO: Dr. Bettie Rose Horn, Chair, and Members, Committee on Academic Affairs and Licensing

FROM: Dr. T. Michael Raley, Director of Academic Affairs and Licensing 

Consideration of Request for Amendment of Existing License to Add New Programs:
Ed.S., Integrated Teaching Through the Arts and
Ed.S., Technology in Education
Lesley University, Cambridge, MA

Summary

Lesley University www.lesley.edu requests amendment of its license to enroll South Carolina residents into programs leading to the Ed.S. degree in Integrated Teaching Through the Arts and Technology in Education, to be implemented immediately. The programs will be offered in a blended on-ground and online format. These programs are not for initial teacher certification. Graduates of the programs will be eligible for South Carolina Department of Education teacher pay upgrade based on completion of a post-master's degree.

The Commission on Higher Education licensed Lesley University in May 1994. School officials report 390 total enrollment for South Carolina in fiscal year 2010. Lesley currently offers programs leading to the M.Ed. degree in several education-related specializations in 16 sites throughout the State.

Lesley University was founded in 1909 as a professional school for women in early childhood education. It is a private, non-profit (I.R.S. 501.(c)3.) entity. The University offers a variety of graduate and undergraduate programs online, on its Cambridge campus, and in regional, national, and international locations. The Graduate School was established in 1954 as a center of advanced professional training for men and women in teaching. On- and off-campus enrollment exceeds 13,000 at 150 sites in 23 states. The average age of students in the master's

degree programs is 37 years. These students are overwhelmingly working professionals. Classes are scheduled at convenient evening and weekend hours tailored to meet the needs of non-traditional students. The New England Association of Schools and Colleges (NEASC) has accredited Lesley since 1952.

The Teacher Education Accreditation Council (TEAC) accredits the programs leading to the Master's degree in Education. On October 22, 2010, the boards of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) unanimously agreed to create a new accrediting organization to consolidate the work of TEAC and NCATE. The combined organization will be the Council for the Accreditation of Educator Preparation (CAEP). CAEP has established Standards for Accreditation of Educator Preparation for all institutions and, in addition, will offer applicants a choice of four options: (1) Academic Quality Audit, (2) Continuous Improvement, (3) Inquiry Brief, and (4) Transformation Initiative. Lesley is scheduled to seek TEAC/CAEP accreditation for both of the proposed programs in the next accreditation cycle planned for Spring 2013. Lesley has chosen the Inquiry Brief option

The following information from the U.S. Department of Education (USDE) shows student loan default rates at Lesley University.

School	Type	Control	PRGMS		FY2008	FY2007	FY2006
Lesley University	Master's Degree or Doctor's Degree	Private	Federal Family Education Loans and Federal Direct Loans (FFEL/FDL)	Default Rate	1.8%	1.6%	0.5%
				No. in Default	42	38	16
				No. in Repay	2,270	2,347	3,198
Students enrolled at any time during the year					10,698	11,387	10,780
Percentage of borrowers entering repayment					21.2%	20.6%	29.7%

To provide context for the Cohort Default Rate (CDR), USDE includes enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, these data are for the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2008 CDR Year uses 2006-2007 enrollment).

The USDE sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose Federal Family Education Loan, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years. According to Lesley officials, an estimate of the Title IV student loan debt for graduates of graduate programs is \$23,430.

Lesley makes available sufficient learning resources to support the courses and degrees offered. Students access Lesley library services through the myLesley BlackBoard course

delivery system. By logging into the myLibrary tab, students are able to learn about information literacy and library research through the Lesley Searchpath Library Tutorial (www.lesley.edu/library/searchpath), search over 50 library databases for journal articles and e-books, and receive reference help 360 days a year through Ask-A-Librarian (<http://www.lesley.edu/library/guides/asklib.html>). Research guides on the library home page give access to selected Web resources. Students are notified of library services through “Click on myLibrary,” which is mailed or e-mailed to them at registration (http://www.lesley.edu/library/content/click_with_mylibrary.pdf).

Every year library databases are re-evaluated and new titles acquired to support expanding academic programs. A total of 19,000 journals offer full-text articles through the database, as well as 9,000 e-books. The total number of education journals in print and on-line is over 1,000 titles, with 3,060 academic e-books in education.

Providing oversight for the programs included in this application is the dean of the School of Education. Lesley University has division directors for the program leading to the Ed.S. degree in Technology in Education and for the program leading to the Ed.S. degree in Integrated Teaching through the Arts. Both report to the dean of the School of Education. The division directors oversee the program directors who are responsible for program and course development, faculty hiring and supervision, and other program-related duties.

Core and adjunct faculty teaching within these programs are partnered with a course mentor. Course mentors are core faculty members who have developed a course or courses in a particular area. They oversee all aspects of mentoring the adjunct faculty assigned to each particular course. Course mentors report to the program director.

Students enrolled in either program are assigned an assistant director for academic advising and student services and a faculty advisor. Assistant directors are responsible for the coordination of academic advising for all students in their programs. Faculty advisors work with students regarding career and professional issues and offer academic support and guidance. All team members are available by voice mail, email, or appointment. The assistant director for academic advising reports to the assistant dean for the School of Education and the faculty advisor reports to his or her program director.

Lesley University’s School of Education Curriculum Committee develops and oversees the curriculum processes (e.g., new courses and institutes, new programs, revisions to existing courses and programs). The Committee membership is comprised of program faculty; deans; program directors; and representatives from Lesley’s support services, such as the registrar, library, and educator certification office.

Lesley faculty are responsible for the academic integrity of the institution, the design of courses of study, the conduct of instruction, the approval of students for graduation, the establishment of new degrees or certificates, and the advancement of scholarship. Lesley employs core and adjunct faculty who teach in the off-campus programs. All faculty teaching in South Carolina must hold terminal credentials and core faculty must teach at least 30 percent of the courses in each program and cohort.

Applicants for the programs leading to the Ed.S. degree must hold a master’s degree from a regionally accredited college or university. The program uses a cohort model where students go through the program together in a peer-supported learning community. Each course is delivered in two weekends, a month apart, with considerable independent work between

classes. Final assignments are due three to four weeks following the second weekend of class. Students need basic computer skills and web availability for accessing online course materials and components. Students typically complete in approximately two years.

Ed.S., Integrated Teaching Through the Arts

The 33 credit-hour program in Integrated Teaching Through the Arts is designed for already-certified educators with an interest in integrated arts, critical pedagogy, multicultural and equity education, teacher leadership, and action research. It emphasizes the development of inquiry skills through research methods and arts-based courses that give students access to the power of the arts in education. A final research project focuses on issues within the student’s own classroom, school, or community. The classroom environment is participatory, hands-on, and experiential. The arts are interspersed as ways of knowing and as models of critical and creative thinking, problem-solving, research documentation and dissemination, and personal reflection and renewal.

Program participants develop leadership skills that enable them to serve as agents of change in their schools and communities. They develop their teaching skills, acquire action research skills, become comfortable with the creative process, and learn to think as artists, leaders, researchers, critics, and advocates for change. Teachers are encouraged to explore parent and community involvement as an important factor in providing students with an equitable education.

Tuition is \$515 per credit hour, a total of \$16,995 for the 33-hour program. According to the proposal, Lesley officials expect 18 residents of South Carolina to enroll in the program in its first year in the State.

The curriculum for the program leading to the Ed.S. degree in Integrated Teaching Through the Arts is shown in the following table.

Ed.S., Integrated Teaching Through the Arts		
COURSE NUMBER	COURSES	SEMESTER CREDIT HOURS
EARED 7104	Integrated Arts Seminar	3
EARED 7103	Issues in Contemporary Education: Integrated Arts Approach	3
EARED 7109	Introduction to Qualitative Inquiry: Writing as Research	3
EARED 7105	Drama for Community Leadership	3
EARED 7107	Social Action and the Arts: Critical Pedagogy and Cultural Knowledge	3
EARED 7108	Critical Action Research	3
EARED 7106	Multiple Literacies: Social and Political Investigation	3
EARED 6006	Power of the Image: Media Literacy	3
EARED 7102	Arts-Based Research	3
EARED 7003	An Arts Approach to Diversity and Reflective Practice	3
EARED 7752	Research in Action	3
	TOTAL CREDITS	33

USC-Columbia offers a program leading to the Ed.S. degree in Teaching and Converse College offers a program leading to the Ed.S. degree in Literacy.

Ed.S., Technology in Education

The 36 credit-hour program in Technology in Education is designed for already-certified educators who wish to develop and expand their skills in the many uses of technology in education. Applicants must hold a master’s degree and have a background in computers. Those who enroll in the program include administrators, curriculum directors, and regular and special education classroom teachers. Courses directly relate to mastery of the use of technology in education and address key issues in the field of education such as diversity, assessment, organizational change, and special education. The curriculum requires an advanced thesis project.

Tuition is \$515 per credit hour, a total of \$18,540 for the 36-hour program. According to the proposal, Lesley officials expect 18 residents of South Carolina to enroll in the program in its first year in the State.

The curriculum for the program leading to the Ed.S. degree in Technology in Education is shown in the following table.

Ed.S., Technology in Education		
COURSE NUMBER	COURSE NAME	CREDIT HOURS
ECOMP 8000	Advanced Professional Seminar in Technology in Education	3
ECOMP 7011	Bridging Technology Gaps	3
EAGSR 7101	Quantitative Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3
ECOMP 7103	21st Century Leadership: Supporting All Learners on the Ability Spectrum	3
ECOMP 7105	Using Assessment Data for School Improvement	3
ECOMP 7009	Leadership in Educational Technology: Systemic Program Implementation	3
ECOMP 7106	Qualitative Inquiry, Technology, and 21st Century Education	3
ECOMP 7104	Technology in Education Thesis Project	3
	Three courses from the list below	9
EAGSR 6003	Program Evaluation	
ECOMP 6011	Database Management Systems for Educational Settings	
ECOMP 6100	Educational Uses of Systems Thinking, Modeling and Simulation	
ECOMP 7017	Teaching Online: Issues and Design	
ECOMP 6201	Online Teaching: An Introduction for K-12 Educators	
ECOMP 6202	Online Teaching: Assessment and Evaluation	
ECOMP 6203	Online Teaching: Building Communities & Facilitating Student Discussions	
	TOTAL CREDITS	36

No other institutions in the State offer programs leading to the Ed.S. in Technology in Education.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission an amendment of the license for Lesley University to enroll immediately South Carolina residents into programs leading to Ed.S. degree in Integrated Teaching Through the Arts and the Ed.S. degree in Technology in Education.