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01/10/2008
Agenda Item 6.02B.2

January 10, 2008

MEMORANDUM

TO: Dr. Layton McCurdy, Chair and Members, Commission on Higher Education

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

Consideration of Request for Amendment of License
Lesley University, Cambridge, MA
M.Ed., Elementary Education: Profession and Practice;
M.Ed., Science in Education;
M.Ed., Mathematics Education

Summary

Lesley University www.lesley.edu requests amendment of its license to enroll South Carolina residents into programs leading to the M.Ed. degree in Elementary Education: Profession and Practice; the M.Ed. degree in Science in Education (online); and the M.Ed. degree in Mathematics Education (online), to be implemented immediately. These programs are not for initial teacher certification. The online programs will be moving to a hybrid format in which a combination of online and face-to face instruction will be offered. Graduates of the programs will be eligible for South Carolina Department of Education teacher certification pay upgrade based on completion of a master's degree.

The Commission on Higher Education licensed Lesley University in May 1994. In 18 sites throughout the State, Lesley currently offers programs leading to the M.Ed. in (1) Technology in Education and (2) Curriculum and Instruction in Literacy: Language, Reading, Writing; Early Childhood; and Integrated Teaching through the Arts.

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 19 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 School of Education is not accredited by the National Council on Accreditation of Teacher Education (NCATE) or accreditation the Teacher Education Accreditation Council (T.E.A.C.) but will have its initial accreditation site visit from T.E.A.C. in the spring term.

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.

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 must hold terminal credentials and core faculty must teach at least 30 percent of the courses in each program and cohort.

The 36 credit-hour program in Elementary Education: Profession and Practice is designed for elementary education teachers who wish to strengthen their subject matter, research, and pedagogical knowledge and expertise. Teachers entering the program must have an initial or full teaching license, be teaching currently, and have at least two years of classroom experience. The curriculum is accessible at http://www.lesley.edu/soe/elementary_profprac_offcampus.html. Officials at Lesley

expect to enroll 18 South Carolina residents into the program in each term for a total of 54 headcount students in the first year.

The Elementary Education program will be offered on-ground in an intensive weekend format. Each three-credit-hour course is scheduled for two weekends, separated by two to four weeks, with students attending class on Friday evening and all day on Saturday and Sunday. Students register for a course two weeks before the first weekend seminar. Assignments, readings, and other activities are presented to students before the class. Students are expected to complete required assignments before the first class session, between the class sessions, and after the last session. Students have access to the course instructor, a program advisor, a faculty advisor, and the program director when necessary. Local site coordinators serve as liaisons between the students and Lesley. Some of their duties are to order textbooks, collect registration forms and payments, distribute forms, books, evaluations, and information of any changes in schedule or procedures, and notify the University's administration about concerns or issues (such as the site, lodging, book orders).

The 33-credit-hour online program in Mathematics Education emphasizes mathematics content knowledge and is designed to train elementary and middle school teachers to connect knowledge to classroom practice. The program includes math content courses covering the five national content standards that support teachers in becoming highly qualified educators in mathematics. The program is offered completely online. The highly interactive courses are primarily asynchronous. The curriculum is accessible at http://www.lesley.edu/online_learning/math_pos.html. Officials at Lesley expect to enroll eight South Carolina residents into the program in each term for a total of 24 headcount students in the first year.

The 33 credit-hour online program in Science in Education is designed for teachers, curriculum specialists, and instructional resource persons responsible for K-8 science education. The program is designed to impart and support the knowledge, skills, and disposition of reflective, skilled, and ethical science educators to teach in diverse classrooms. National Science Foundation (NSF) and Fund for the Improvement of Postsecondary Education (FIPSE) grants funded development of the program; the Sloan Foundation funded initial planning for the project. Each course is team-taught by two instructors, a scientist and a science educator. The curriculum is accessible at http://www.lesley.edu/soe/science/pos_and_descriptions.html. Officials at Lesley expect to enroll eight South Carolina residents into the program in each term for a total of 24 headcount students in the first year.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission an amendment of the license for Lesley University to enroll immediately

South Carolina residents into programs leading to:

- the M.Ed. degree in Elementary Education: Profession and Practice;
- the M.Ed. degree in Science in Education; and
- the M.Ed. degree in Mathematics Education.