



**Commission on
Higher Education**

CHE
7/8/2004
Agenda Item 4.02.B.

Dr. Conrad Festa
Executive Director

July 8, 2004

MEMORANDUM

TO: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

FROM: Dr. Vermelle J. Johnson, Chairman, and Members, *V.A.J.* Committee on Academic Affairs and Licensing

Consideration of Request to Renew License

Lesley University, Cambridge, MA

M.Ed., Technology in Education

M.Ed., Curriculum and Instruction in

1) Creative Arts and 2) Literacy: Language, Reading, Writing

Summary

Lesley University www.lesley.edu requests renewal of its license to offer programs leading to the M.Ed. in Technology in Education and to the M.Ed. in Curriculum and Instruction with specializations in 1) Creative Arts in Learning and 2) Literacy: Language, Reading, and Writing.

The Commission on Higher Education licensed Lesley University in May 1994. Lesley currently offers its programs in 15 sites throughout the state.

Location	Site	Date initiated
Anderson/Piedmont	Wren High School	4/26/02
Beaufort	Lady's Island Elementary School	9/10/01
Beaufort/Bluffton	McCracken Middle School	9/16/01
Beaufort/Burton	Joseph S. Shanklin Elementary School	4/19/02
Beaufort/Hampton	Ben Hazel Primary School	3/7/03
Charleston	Springfield Elementary School	12/8/00
Charleston/North Charleston	North Charleston High School	4/26/02
Columbia/Gilbert	Gilbert Middle School	6/11/99
Columbia/West Columbia	Lakewood Educational Center	9/26/97

Florence	South Florence High School	2/9/01
Location	Site	Date initiated
Florence	Carver Elementary School	2/9/01
Myrtle Beach	Carolina Forest High School	8/27/97
Orangeburg	Edisto High School	11/1/02
Spartanburg/Duncan	Beech Springs Intermediate School	7/19/02
Sumter	Lakewood High School	4/12/02

Lesley University was founded in 1909 as a professional school for women in early childhood education. The University offers a variety of graduate and undergraduate programs 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. Combined on and off campus enrollment in graduate programs exceeds 9,000 a year. The average age of students in the master's degree programs is 37 years, and they are 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.

It is customary for the staff to conduct program reviews and make recommendations concerning licensure of degree-granting institutions. Because of the non-traditional nature of the programs that Lesley University offers and because the programs are graduate level, the staff sought assistance with the review of these programs from four area experts.

Dennis Wiseman, Ph.D., Associate Provost of Academics, Coastal Carolina University, reviewed Technology in Education; Charles E. Matthews, Ph.D., Distinguished Professor Emeritus, College of Charleston, and Tina Marshall-Bradley, Ph.D., Office of Teacher Education, Division of Teacher Quality, reviewed Literacy; Deborah Smith Hoffman, Ph.D., Education Associate, Visual and Performing Arts, South Carolina Department of Education, reviewed Creative Arts.

Lesley University officials provided the renewal application and exhibits and the licensing staff forwarded the materials to the reviewers. With the exception of creative arts (because of illness the reviewer did not file a report with the Commission), the reports of the reviewers are attached (Attachment 1). Three of the four reviewers also visited a class. Lesley University officials then provided additional information to address the reports. The licensing staff wishes to express its appreciation for the extraordinary time and effort that the reviewers committed to the process.

The following is a summary of the programs and the reviewers' findings. The application materials, reports, responses, and surveys are available from the licensing staff for your review if you desire additional information.

The programs are offered 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 program in Curriculum and Instruction with a specialization in Creative Arts in Learning is designed for teachers who wish to develop individual creativity and to integrate the arts into the school curriculum. Dr. Hoffman found the curriculum current, relevant, practical, and aligned with the objectives of the program.

The 33-credit-hour program in Curriculum and Instruction with a specialization in Literacy: Language, Reading, and Writing is designed to train teachers to use a variety of methods and strategies that are central to teaching students to read, write, speak, and listen. Students are employed in schools or other agencies. The reviewers found the curriculum adequate for further developing the professional competence of classroom teachers. The syllabi in the theory and methodology courses indicate that attention is provided to the important areas of literacy education. It appears that students receive adequate evaluation of the work submitted. The faculty members (core and adjunct) hold appropriate credentials and experience to teach the graduate courses. Both reviewers of this program advised in their reports that Lesley exercise diligence to assure that faculty members provide attention to supervision and evaluation of the adjunct and that faculty members provide timely and thorough feedback to students. Based on comments by students, Lesley must also take steps to shore up the administration of financial aid for off-campus students.

The 33 credit-hour program in Technology in Education is designed for teachers who wish to enhance their skills and knowledge in the area of technology within the school curriculum. The report of Dr. Wiseman confirmed that the faculty members are especially qualified for their instructional assignments and that the courses have substantive content and appropriate rigor. The report also included several suggestions for Lesley officials to consider in the areas of aligning the program with the mission and strategic plans of the districts in which the Lesley students teach; collaborating between districts, participants, and program faculty; and following-up with graduates and school

districts to assess the impact of program participation by teachers on their places of employment.

Staff Recommendation

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of renewal of the license for Lesley University for five years, subject to staff approval of facilities as they are developed, and grant to Lesley University authority to offer two programs leading to the M.Ed. degree in Computers in Education and the M.Ed. in Curriculum and Instruction with specializations in 1) Creative Arts and 2) Literacy: Language, Reading, and Writing.

Committee Recommendation

The Committee meets on July 7, 2004, and will present its recommendation at the CHE meeting.

South Carolina Commission on Higher Education

**Lesley University
South Carolina Five-Year Review for Licensure Renewal
Master of Education (M.Ed.) – Technology in Education
Review and Site Visit by Dennis Wiseman, Ph.D.
May 2004**

Overview

Lesley University is a private university based in Cambridge, Massachusetts, offering graduate-level study in 21 states across the United States. In South Carolina, Lesley University offers the Master of Education (M.Ed.) degree in Technology in Education (TIE) in eight locations: Anderson, Beaufort, Charleston, Columbia, Conway, Florence, Orangeburg, Spartanburg and Sumter.

Observations - General

The Lesley University Technology in Education (TIE) degree is offered on a year-round basis following the cohort model with 18 to 25 students constituting a cohort. Students are expected to complete 33 total credit hours of study to successfully complete the degree. Twenty-four of these credits are made up of required courses with 9 credits made up of elective courses.

Courses offered in the TIE program are offered in a weekend, face-to-face format. Each three credit hour course is scheduled around two weekends, separated by four weeks, for a total of 45 contact hours of class time with an instructor. Students attend classes on Friday evenings and during the day on Saturdays and Sundays. Course assignments, readings, and other activities are delivered to students before classes. Students are expected to complete assignments before the first class session, between the class sessions, and after the last class session. Students meet with course instructors on the following schedule: Friday (5:00 PM to 10:00 PM), Saturday (8:00 AM to 5:00 PM), Sunday (8:00 AM to 5:00 PM).

Lesley University proposes that the approved TIE program in South Carolina be delivered in two additional formats as follows:

1. Students will be able to complete a hybrid degree program by taking required courses following the current weekend format with one or more of the elective courses being taken online.
2. Students will be able to complete the entire degree program online.

Observations – Curriculum, Instruction, Program

The Lesley University application for licensure renewal identifies that the TIE program in South Carolina has been fully aligned with the International Society for Technology Education

(ISTE) standards and the Assisting, Developing and Evaluating Professional Teaching (ADEPT) Professional Dimensions. The alignment identified in the application has actually been completed through an internal process within Lesley University by the faculty in the TIE program and not through any external review by either ISTE or the South Carolina Department of Education. While this is not to suggest that the program is not aligned with the ISTE standards or the ADEPT Professional Dimensions, it is to identify that this alignment has not been objectively validated.

Response: Neither set of standards has an associated external review process for programs like the M.Ed., Technology in Education. If either the reviewer or Commission is aware of such processes, we would submit our alignments for review. In the meantime, Lesley University is presenting its teacher education programs, and their associated alignment with national and state standards, to the Teacher Education Accreditation Council (TEAC) as part of its national accreditation process. This process will provide external review of the University's claims regarding alignment in the context of a broader examination of our teacher education programs.

The application for licensure renewal identifies that the TIE program meets the professional development course/program expectation of alignment with the school district's mission and/or strategic plan of participating students. In an interview of students in the program it was identified that, within this one group of students, at least three different school districts were represented. Given the feedback provided by the students, and on-site interviews with Lesley University representatives, it is not believed that the program offered has any specific responsiveness by design to any South Carolina school district's mission and/or strategic plan. Only indirectly, as some districts may have developed a usage of ISTE standards for teacher expectations, and as districts are expected to be responsive to the ADEPT Professional Dimensions, can any real relationship between a district's mission or strategic plan be claimed.

Response: Lesley University is most interested in strengthening its relationships with local districts. At our program interview Lesley representatives requested that the model(s), used by the reviewer's institution and other South Carolina institutions of higher education to maintain such relationships, be shared with Lesley University so that we might be able to improve our efforts in like or similar fashion.

The application for licensure renewal identifies that the TIE course/program represents collaboration between the university and the school district receiving the course. The university references the contracts with school districts to rent computer labs and other classroom space and that TIE program students meet near or in their own communities in local, school-based facilities as support of this collaboration. It is observed, however, that there is no real collaboration between the Lesley University TIE program/faculty and area school districts. No specific or sustained formal dialogue has taken place between the university and the districts to warrant the claim of collaboration.

Response: The reviewer has not taken into account the presence of two local consultants, the site and laboratory coordinators, who represent the University to each on-site partner school district location; nor the extensive, responsive field organization maintained by Lesley University to collaborate with local school districts. The local representatives are generally

employees of the partner school district, and maintain regular contact and dialogue concerning administrative activities, acting as a liaison to Lesley University's administrative and academic offices. Lesley University uses this liaison relationship to ensure that its administrative activities are consistent with the overall educational and professional development goals of the local school districts in each region served by an on site location.

Also, as noted above, Lesley University is most interested in strengthening our relationships with local districts, and our interview representatives requested that the model(s) used by the reviewer's institution and other South Carolina institutions of Higher Education to maintain such relationships be shared with Lesley University so that we might be able to improve our efforts in like or similar fashion.

The application for licensure renewal identifies that the TIE program includes features that ensure that the learning that took place within the framework of the course/program has long term impact on both the course participants but also the school districts where the participants are employed. Interviews conducted as a part of the review identified that, while students are asked their views as to the courses that they have taken and the overall program, there is no evidence that their study in the program has any specific impact on their own work as educators. Additionally, there is no evidence that study in the program has had any impact on the districts where the participants are employed.

Response: Lesley University would point out that required reflection essay comments of students nearing the completion of the program included in the application specifically identify, across a range of individual students, the manner and means by which the program has had specific professional impact upon their classroom teaching and professional work. These comments provide specific, concrete evidence of direct impact upon the teachers' districts. Our application bases its impact statements on these reports, and our conclusions are drawn from this evidence and are not based on programmatic assumptions.

The application for licensure renewal identifies that the TIE program faculty are especially qualified for their instructional assignments and that the courses that they offer have appropriate rigor. Through observations made, it is believed that the courses that are offered have substantive content and appropriate rigor. Additionally, it is believed that the faculty members working in the program are knowledgeable in their field of specialization and knowledgeable as to the intent of the program being offered. This is true with both full-time and adjunct faculty. The university ensures that courses in the program are taught by qualified faculty members.

The application for licensure renewal identifies that course evaluations are used to strengthen the courses offered and used to fulfill the mission of the institution. Through observations of materials provided and interviews conducted, it is believed that course evaluations are used to strengthen the courses offered, the TIE program, and the mission of the institution.

The application for licensure renewal identifies that, as a result of study in the program, changes take place in students in terms of knowledge, skills and dispositions, that these changes are documented, and that expected participant outcomes are identified. It is observed that only indirect evidence of these expectations being met has been provided. The accuracy of this observation assumes that course goals and objectives, and knowledge, skills and dispositions

developed, are effectively aligned with ISTE standards and the South Carolina ADEPT Professional Dimensions. It also assumes that the program portfolio expectation that is being implemented also provides effective summary evidence in this area. In fact, the portfolio activity is viewed as a strong, culminating aspect of the program. As previously noted, however, there is no evidence that program participants take the information that they have learned, or skills or dispositions that they have developed, to their places of employment and have positive impact there as a result of having participated in the program.

Recommendations

If Lesley University continues to identify that the TIE program offered in South Carolina meets best practices in professional development as identified by the South Carolina Department of Education and the South Carolina Commission on Higher Education, the following changes are needed:

1. An external review by ISTE with respect to the program's alignment to the ISTE standards should be conducted and the alignment validated.

Response 1: Lesley University will include them in our TEAC accreditation process. Technology in Education faculty members, Judi Matthis Johnson, and Eileen Barnett, are former ISTE professional staff.

2. An external review by the South Carolina Department of Education with respect to the program's alignment with the ADEPT Professional Dimensions should be conducted and validated.

Response 2: The South Carolina Department of Education evaluates only teacher certification programs for compliance with ADEPT standards.

3. The courses/program offered need to be clearly aligned with the districts' mission and/or strategic plans of participating teachers.
4. The courses/program offered need to be clearly representative of a collaborative process between districts, participants, and program faculty.

Responses 3 and 4: Lesley University looks forward to strengthening our local school district relationships, and will endeavor to use our existing field organization to this end. We welcome the sharing of any such model(s) utilized by South Carolina institutions of higher education for our edification, use and adaptation in pursuit of this goal.

5. Follow-up of program completers, relating the nature of the impact of their study in the program to their places of employment needs to be conducted and validated.
6. Follow-up with school districts as to the nature of the knowledge, skills and dispositions of program completers employed in the districts needs to be conducted and validated.

Responses 5 and 6: Lesley University would find a more complete set of this type of data very useful for the support and improvement of its program offerings. We would accept the opportunity to collaborate with the South Carolina Department of Education and/or our fellow institutions of higher education in accomplishing this goal.

Summary

After a review of the information provided by Lesley University regarding the licensure renewal of the TIE program, interviews of program participants, and interviews of Lesley University representatives, it is recommended that the licensure for the TIE program be renewed. It is recommended that this renewal include the hybrid program identified in the information provided. It is not believed, however, that South Carolina approval is needed for the institution to offer the TIE program through online delivery.

Additionally, the application materials submitted by Lesley University include a number of unsubstantiated statements regarding the relation of the program to accepted standards, collaboration, and impact on teachers and their work. Each of these statements represents an important area related to program quality. It is suggested that Lesley University give serious attention to substantiating these statements for the purpose of strengthening the TIE program.

Response: Lesley University employs the common practice of gathering reflections, as part of its 'capstone' required course, from its soon-to-be graduates on the impact of their course of study upon their professional and personal circumstances. These essays provide first-hand evidence of program responsiveness to local district goals, and to accepted standards, collaboration, and impact on their work. Lesley University follows the research in this field of academic support and believes our efforts to be in line with common practice among institutions of higher education. The University is supportive of the need to gather accurate and timely data in this regard, and stands ready to collaborate with the South Carolina Department of Education and fellow institutions of higher education in the development of improved methods of data collection and analysis.

Lesley University
Report by Tina Marshall-Bradley
Site Visit at Edisto High School
Sunday, May 23, 2004
EEDUC6128 Dimensions of Equity

Introduction

On May 23, 2004 at 1:00 p.m. the reviewer met with members of the faculty and staff of Lesley University at the Orangeburg, South Carolina site, Edisto High School. Representatives from Lesley University included Dr. Lorraine Greenfield, Assistant Professor, Curriculum and Instruction; John Henson, M.Ed., Southeast Regional Director; Denise Hammon, M.A., Director of Government Relations and Regulatory Affairs; Susan Zeigler, M.Ed., Site Coordinator; and Dr. Brenda Heiman, instructor. Twelve students enrolled in the Dimensions of Equity (EEDUC 6128) course were interviewed. Documents reviewed included a course syllabus for Dimensions of Equity, vitas for the core faculty member and the instructor, Dr. Brenda Heiman; the admissions requirements for M.Ed. programs off-campus; and an annotated bibliography on "The Effectiveness of the Cohort Model on Adult Learners."

Programs

Students enrolled in Lesley University's off-campus Master of Education (M.Ed.) programs are required to submit a completed and signed official Lesley University Application or Admission and Financial Aid. Students in the observed class indicated that they are satisfied with the academic program but there were a lot of expressed concern about communication from the main campus related to financial aid. Some students reported not having been given an award letter since January and that the institution was often slow or unresponsive to their requests for service or information.

Lesley applicants are screened and assessed based on graduate admission protocols which include an assessment of the academic qualifications of the applicant with regard to his or her potential to successfully complete the degree programs, as well as an assessment of the applicant's professional and career interests with regard to the M.Ed. program goals in order to ensure the appropriate fit has been made between applicant and program. During the interview it was reported that candidates' personal statement papers are assessed for communication skills commensurate with graduate level work. An area of concern is that students are able to take the third course in the sequence without knowing if they were successful in the second course and thus eligible to continue in the program. Student who were not successful in the first course are enrolled in the third course without knowing if they were successful in the second course.

Response: Per Dr. Greenfield, students are encouraged to submit their final coursework before the start of the next course in the program of study. They may then request their grade from the instructor via e-mail. However, grades are not official until posted by the registrar. In all core and required courses, graduate degree students must receive a grade of B- or better in order for the course to count towards degree requirements. A student must re-take core or required courses in which a grade of C+ or below is earned.

In elective courses students may earn a maximum of three credits of C+ grades and have these credits apply towards degree requirements. A grade of C or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. An elective course may be repeated or another elective course may be added as a substitute. All grades will be recorded on the student's transcript. A cumulative grade point average of 3.0 or higher is necessary for graduation. In addition, all other program requirements must be met for graduation.

The current program has been in place for just under two years. Most cohorts consist of 15-25 individuals in the beginning. Individuals who enroll in this program indicate that they are attracted to the weekend format. There are two local institutions with undergraduate programs that provide a population of individuals with the need for graduate study. Currently this particular site has an enrollment of approximately 185 students. Counties represented at this particular site include Orangeburg, Bamberg, Barnwell and Jasper.

The expectations for courses are articulated through course syllabi. The course syllabi provide an overview of the course, course outcomes, required reading, suggestion reading and additional resource, course requirements, and course expectations. Expectations for certain assignments were clearly delineated in the course syllabus. However, from the course syllabus examined, it was not clear what the grading scale was for the entire course. Students have access to other students and members of the faculty via email. Course assignments and clarifications are handled via email also.

Faculty & Staff

Faculty members who teach in the program are veteran faculty from around the country. They participate in a weekend long orientation on campus and then are identified to travel to sites where their particular course is taught. The weekend model used by Lesley allows the program to utilize the services of experienced faculty members from around the country. However, 30 percent of the faculty members who teach each cohort are from Lesley University's main campus. Specialized faculty are recruited, screened, and hired to teach specialized courses. New faculty work closely with faculty mentors on issues pertaining to their instruction in the program. The program documents the exceptional expertise of faculty members who do not have terminal degrees.

In addition to the faculty, students also have initial contact with a site coordinator. The site coordinator is responsible for recruiting students to a particular cohort and providing students with the materials that they will need to enroll in the program. Once the enrollment packet is completed, it is sent to the main campus for processing. Students work with personnel at the main campus on issues such as application documents and financial aid.

Learning Resources

Students enrolled in Lesley University's Master of Education (M.Ed.) programs utilize the resources of the local school where classes are held. Students had access to the latest technology

REPORT OF OBSERVATIONS
For the South Carolina Commission on Higher Education
By Charles E. Matthews, Ph.D.
LESLIE UNIVERSITY
Renewal of License
May 2004

Curriculum:

The program of study provided in the *South Carolina Five-Year Renewal Application* prepared by Leslie University officials requires fifteen credits of Required Core Courses and eighteen credits of Required Specialization Courses.

Although no mention is made in the written materials, Dr. Kania, Assistant Professor of Language and Literacy, School of Education, from the Cambridge campus, volunteered that the faculty was considering eliminating one of the Specialization Courses and substituting a third course in Literacy for Speakers of a Language Other than English. Since the program is already light in methodology courses in the teaching of literacy at the elementary, middle, and secondary school levels, in the opinion of this examiner, it would be ill-advised to further dilute instruction in the content and methods of teaching the components of literacy to the students enrolled in the program. Although teaching English to speakers of other languages is an important area of responsibility for teachers in this part of the country, so too are the strategies for teaching kinesics, reading, writing, speaking, listening, visual interpretation and representation.

Response: In the materials provided to the South Carolina Commission on Higher Education for Lesley University's M.Ed. in Literacy, the "Program of Study Sequence Revision" (pages 3 and 4) does outline the rationale for the replacement of the electives. This revision explains the rationale for a revised course sequence which speaks to our change in courses. It is the opinion of the Lesley faculty that First and Second Language Acquisition and Teaching English to Speakers of Other Languages are two courses that provide the theoretical and pedagogical understanding needed by teachers in South Carolina.

The curriculum as presented in The Renewal Application is probably adequate for further developing the professional competence of classroom teachers provided admissions officials are carefully screening applicants to the program to guarantee that each candidate has the pre-requisite skills and knowledge in the basics of the communication process that is called literacy. The syllabi in the theory and methodology courses indicate that attention is provided to the important areas of literacy education.

Evaluation:

Ample opportunities are provided for the students to evaluate the instructors and the program and for faculty members to evaluate the program and the facilities. However, one wonders about the timeliness and thoroughness of feedback provided to those being evaluated. The dissemination and interpretation of the data being collected would be crucial to the effectiveness of any

Education. So, from the evidence provided, it appears that EEDUC 6125 was being taught by a qualified instructor.

According to statements made in the written report and oral responses to questions in the interview, it appears that Lesley University has a program in place to train adjunct instructors by bringing them to the Cambridge campus and providing orientation by campus faculty. In addition, Dr. Kania reported that each adjunct professor is assigned a mentor from the roster faculty at the Cambridge campus. According to Dr. Kania, the regular faculty member could have as many as fifteen adjunct professors under his/her direction at any one time. With responsibility for this many adjuncts in different parts of the country, it could be questioned just how much individual attention to supervision and evaluation of the adjunct would be possible with all the other professional duties of a faculty member.

Response: Please see previous response regarding evaluation. Mentors receive the equivalent of one course "credit," and depending upon numbers of faculty assigned to them, two courses, to perform their mentoring duties.

The sixteen students in the class responded positively and enthusiastically to the instructor and the instruction. Considerable discussion took place throughout the class. The instruction was primarily collaborative in nature, and the students were actively engaged throughout the class. Use of technology in this class was limited to the television and two videotapes. The second videotape on inclusion of the special needs student in regular classroom settings was obviously an early production. The teacher agreed that the tape was probably at least ten years old and represented earlier attitudes and procedures in the inclusion process. After the class, Dr. Kania admitted that a better job might be done of making adjuncts aware of the resources available to them from Lesley University's Cambridge campus library and other sources.

The multicultural nature of the class was noted. There were Hispanic American, African American, Caucasian American, and possibly Native American individuals represented in the class make-up. All seemed congenial and supportive of the program in which they were enrolled. There was only one male student represented in the group, which is not unusual for elementary education/literacy classes in this area of the Lowcountry.

One concern was raised about the size of the furniture in the media center of an elementary school in which the class was meeting. The male student was having a bit of difficulty fitting himself into the small chairs at his table. However, his only complaint was about the hard bottom of the chair which was a bit difficult to sit in for extended periods of time. One of the representatives of Lesley University volunteered that usually classes met in either a middle school or a high school setting. Dr. Kania reported that he instructed his students in Orangeburg County, South Carolina, in a recent class he taught there to bring cushions along with the food they would need for the weekend classes.

Response: Lesley officials have advised this cohort that there are comfortable adult-size chairs available for their use in the adjoining technology classroom.

In conclusion, there appears to be no valid reason, in my opinion, to deny renewal of Lesley University's certificate to offer programs leading to the master's degree in South Carolina. Since the South Carolina Commission on Higher Education is not charged with determining the degree of duplication of educational offerings for this type of license, I will not comment further on that matter.

Please let me know if I can be of further assistance.

Charles E. Matthews, Ph.D., Distinguished Professor Emeritus
College of Charleston