

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability **NO.:** AAC 10-24
COMMITTEE DATE: June 8, 2010
BOARD DATE: June 15, 2010

LASELL COLLEGE
MASTER OF EDUCATION IN ELEMENTARY EDUCATION
MASTER OF EDUCATION IN MODERATE DISABILITIES

MOVED: The Board hereby approves the application of Lasell College to award the **Master of Education in Elementary Education** and **Master of Education in Moderate Disabilities**.

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.
Contact: Francesca B. Purcell, Ph.D., Associate Commissioner for Academic and P-16 Policy

BOARD OF HIGHER EDUCATION

Lasell College

Master of Education in Elementary Education
Master of Education in Moderate Disabilities

INTENT

Lasell College, a New England Association of Schools and Colleges accredited independent institution located in Newton, Massachusetts, has filed Articles of Amendment requesting authorization to offer a Master of Education in Elementary Education and a Master of Education in Moderate Disabilities. The proposed Master of Education degrees intend to develop competent professional practitioners through knowledge and application of practice, research, and theory related to curriculum, pedagogy, and inquiry; familiarity with the needs of diverse learners and resources for meeting those needs; ability to interpret practice-oriented knowledge for themselves, colleagues, and the wider community; skills for professional collaboration; and engagement with community issues and resources. Lasell's undergraduate education programs are state approved and lead to licensure in early childhood, elementary, or secondary grades.

Tools and strategies for accomplishing the proposed programs' goals will be based in *connected learning*—believing that students learn best by doing the work of the field—with each course engaging students in active and reflective professional practice. Throughout the program, candidates will engage in critical thinking, develop skills in written and oral communication, analyze current issues and related research in teaching and learning, and complete field experiences in diverse locations.

More commonly referred to as special education, moderate disabilities refers to learners with disabilities who will be included in general education classrooms for part or all of the day and will be expected to master content appropriate for their age peers, given reasonable learning accommodations and support.

The proposed programs will offer initial and professional licensure for elementary teachers, creating options for students to build their capacity in either the elementary or moderate disabilities licensure areas in an area of workforce need. The program also provides an option for students who wish to attend a small college in the metropolitan Boston area.

INSTITUTIONAL OVERVIEW

The Auburndale Female Seminary was founded in 1851 by Edward Lasell and was later renamed Lasell Female Seminary in his honor. Adoption of the name Lasell Junior College came in 1932, and the College began issuing associate degrees in 1943. In 1989 the College amended its name to Lasell College and its charter to include both associate and baccalaureate degrees. In 1989 the College gained approval to offer baccalaureate programs in the fields of early/elementary childhood education, fashion/retail merchandising, and hotel travel/tourism administration. This was followed by the addition of baccalaureate programs in business administration, human services, and interdisciplinary studies in 1991; exercise physiology in 1996; psychology and sociology in 1997; criminal justice and legal studies in 1999; computer science, management information systems, and sports management in 2000; the Master of Science in Management in 2002; and the Master of Communication in 2008. The College now seeks to award the Master of Education in Elementary Education and Master of Education in Moderate Disabilities.

ACADEMIC AND RELATED MATTERS

Admission Requirements

The primary target audience for the new degree will be working professionals that wish to advance their careers through professional licensure, receive initial licensure to begin teaching careers, or earn a master's degree to improve their professional standing. The College also anticipates the proposed degree will be attractive to recent graduates of undergraduate programs, including Lasell students.

Admission will be on a rolling basis, and students will be able to enter the program in fall, spring or summer. Factors in evaluating applications for admission include the applicant's scholastic record, professional experience, references, and personal statement of self-evaluation and professional goals.

The admission procedures and entrance requirements for the proposed program include the following:

- Grade point average of at least 2.75 in undergraduate coursework. Students who do not meet this standard may request permission to register as non-matriculated students for up to six graduate credits.
- Passing scores on both subtests of the MTEL Communication & Literacy test, indicating ability to communicate effectively and clearly with varied audiences. By the completion of nine credits in either program, candidates must submit passing scores on both subtests (mathematics and multi-subject) of the MTEL General Curriculum test. Because of the high expectations for mathematics inherent in the MTEL, applicants' transcripts will be evaluated for evidence of appropriate mathematics coursework in the areas tested: number theory and operations, algebra and functions, geometry, probability and statistics, and problem solving. Applicants who have not completed appropriate courses will be advised to do so within the first nine credits of their initial licensure program. Support will also be available through workshops and individual tutoring sessions provided by Lasell mathematics faculty free of charge to Lasell students.
- A review of all transcripts for completion of prerequisite or relevant courses. Prospective students who have not completed a child or human development course must do so by the completion of nine credits in the M.Ed. program.
- International students must submit a minimum TOEFL score of 550, indicating appropriate levels of English fluency.
- Two letters of recommendation from either academic or professional sources.
- Current résumé, indicating the candidate's professional background.
- Professional licensure students must submit copies of current teaching licenses.
- Statements of self-evaluation and professional goals.

A fifth-year option is available to qualified Lasell students enrolled in any baccalaureate program. Students must declare their interest by the end of their sophomore year, attain a cumulative grade point average of 3.0, select courses in close consultation with both their advisor and the chair of the education department, and meet all of the above graduate admission standards. Students pursuing this option must enter their eighth semester of undergraduate study with a minimum of 114 completed credits, requiring them to carry 18 credits in at least two semesters. During students' final semester, they may blend any remaining undergraduate coursework and up to six credits of graduate courses.

Projected Enrollments

The College is anticipating a first-year enrollment of ten part-time students. Based on the College's experience with its Master of Science in Management, the College anticipates a modest enrollment growth in the initial years and that the majority of students will be part time.

Projected Program Enrollment

	# of Students Year 1 2010-2011	# of Students Year 2 2011-2012	# of Students Year 3 2012-2013	# of Students Year 4 2013-2014
New Full Time	0	5	7	9
Continuing Full Time	0	0	0	0
New Part Time	8	11	19	23
Continuing Part Time	0	6	10	16
Anticipated Graduates	0	0	(10)	(15)
Totals	8	22	26	33

Current Tuition and Fee Charges

The following fees apply to fall 2009 through summer 2010:

Fee Description	Amount
Tuition	\$525 per credit hour
Comprehensive Fee	\$55 per semester/session
Late Registration Fee	\$50
Replacement ID Card	\$35

Curriculum (Attachment A)

The proposed programs in elementary education and moderate disabilities share six core courses (18 credits); the remaining 18 credits needed for attaining the degree vary, depending on the licensure desired and its level (initial or professional). Students working towards initial licensure in either elementary education or moderate disabilities have one or no elective choices in their areas of study, while those in professional licensure areas of study have room for two elective choices.

Courses will be delivered through a combination of hybrid (blended) and online formats. Courses that require substantial instructor and/or peer observation, informal interaction, or other types of face-to-face interaction will be delivered only in hybrid format, while courses that include substantial amounts of independent work will rotate between online and hybrid delivery. These courses will include substantive online discussion, often led by students, and may require collaboration among students, which can be arranged online.

RESOURCES

Faculty and Staff

The proposed programs will be housed in the College's undergraduate education department. In determining coverage for courses required for the proposed program, the College will rely most heavily on full-time education faculty, with additional course staffing provided by full-time, terminally degreed faculty in other departments with relevant expertise and by two adjunct

instructors in addition to other adjuncts as needed. The College has recently hired a new full-time education faculty member to begin in January 2011.

Library and Information Technologies

Lasell College's Jessie S. Brennan Library contains more than 56,500 volumes and approximately 40 electronic databases with 32,492 full-text journals. In addition to its holdings, the Library maintains computers linked to the College's network and to the Internet. Off-campus access is also available. The Brennan Library is a member of the Minuteman Library Network, a consortium of 41 local libraries and is also a part of the Massachusetts Virtual Catalog Project, enabling Lasell College students to search 20 Massachusetts online library catalogs (either on or off campus). The College's RoseMary B. Fuss Technology for Learning Center supports technology applications in the classroom.

Fiscal (Attachment B)

The College has detailed enrollment projection income and dedicated program expenses for the first four years of the proposed program.

EVALUATION

The proposed program was reviewed from October 18-20 by a Visiting Committee, comprising faculty members; Joseph B. Berger (Chair), Associate Professor and Chair, School of Education, University of Massachusetts Amherst; Edward Jadallah, Associate Professor and Chair, College of Education and Human Development, University of Maine; and Nancy Niemi, Associate Professor and Chairperson, Department of Education, University of New Haven.

The Visiting Committee noted that Lasell College was highly motivated and eager to proceed with the implementation of the Master of Education program, but that more thorough analysis and planning were needed before a determination can be made about the College's readiness to offer the program. The Visiting Committee made several suggestions for improvement, such as clarification of faculty hiring plans, admission requirements, fiscal planning, enrollment projections and distinctions between graduate and undergraduate level education to ensure academic rigor. The College responded to all recommendations. The Visiting Committee expressed that the College's response was adequate.

PUBLIC HEARING

The required public hearing was held on May 27, 2010, at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts. No comment was offered in opposition to the proposed programs.

STAFF ANALYSIS AND RECOMMENDATION

The staff has thoroughly evaluated all materials submitted by Lasell College and finds that the proposals to offer the Master of Education in Moderate Disabilities and Master of Education in Elementary Education meet the requirements for NEASC-accredited institutions outlined in 610 CMR 2.08. Recommendation is for approval of the College's petition to offer the Master of Education in Elementary Education and Master of Education in Moderate Disabilities.

ATTACHMENT A: CURRICULUM

Proposed Master of Education in Moderate Disabilities; Master of Education in Elementary Education

M.Ed. Required (Core) Courses (Total # of courses required = 6)		
Course Number	Course Title	Credit Hours
ED 711	Designing curriculum/assessing learning for diverse learners	3
ED 712	Literacy instruction for elementary learners	3
ED 713	Identifying/teaching children with reading difficulties	3
ED 771	Understanding/using educational research	3
ED 772	Teacher as researcher	3
ED 773	Teacher as leader	3
	Subtotal # Core Credits Required	18
Moderate Disabilities (Initial Licensure) Required Courses (Total # of courses required = 5)		
Course Number	Course Title	Credit Hours
SPED 711	Identifying and Supporting Special Needs Learners	3
SPED 712	Curriculum Planning, Modifications, and Resources for Special Needs Learners	3
SPED 721	Creating and Maintaining an Inclusive Classroom	3
SPED 722	Requirements and Resources for Special Needs Learners	3
SPED 795	Practicum for Initial Licensure (Moderate Disabilities, pre-K – 8)	6
	Subtotal # Concentration Credits Required	18
Elementary (Initial Licensure) Required Courses (Total # of courses required = 5)		
Course Number	Course Title	Credit Hours
ED 720	Concepts and Curriculum for Teaching Elementary Mathematics	3
ED 721	Concepts and Curriculum for Elementary Science and Technology	3
ED 722	Concepts and Curriculum for Elementary Social Studies	3
ED 796	Practicum for Initial Licensure (Elementary)	6
	Elective (chosen with advisor from ED or SPED offerings)	3
	Subtotal # Concentration Credits Required	18
Moderate Disabilities (Professional Licensure) Required Courses (Total # of courses required = 4)		
Course Number	Course Title	Credit Hours
ED 751	Current Issues in Teaching and Learning: Research, Policy, Practice	3

ED 752	Collaboration: Connecting School, Family, and Community for Student Success	3
SPED 753	Adaptive, Assistive, and Instructional Technology for Special Needs Learners	3
SPED 754	Advanced Assessment and Curriculum Modification for Special Needs Learners	3
	Subtotal # Concentration Credits Required	12
Elementary (Professional Licensure) Required Courses (Total # of courses required = 4)		
Course Number	Course Title	Credit Hours
ED 751	Current Issues in Teaching and Learning: Research, Policy, Practice	3
ED 752	Collaboration: Connecting School, Family, and Community for Student Success	3
ED 753	Literacy Across the Curriculum: Resources, Strategies, and Assessment	3
ED 754	Phonics and Spelling Skills in Elementary Literacy Classrooms	3
	Subtotal # Concentration Credits Required	12
Curriculum Summary		
Total number of courses required for the degree		12
Total credit hours required for degree		36
Prerequisite, Concentration, Dissertation or Other Requirements:		

ATTACHMENT B: BUDGET

	Year 1 ¹	Year 2	Year 3	Year 4
	2010-2011	2011-2012	2012-2013	2013-2014
<i>Tuition income</i>				
# of students	8	22	26	33
Comprehensive fee	\$440	\$3,630	\$4,290	\$5,445
Tuition	\$13,200	\$165,600	\$252,000	\$311,250
<i>Total income</i>	\$13,640	\$169,230	\$256,290	\$316,695
<i>Dedicated expenses</i>				
Graduate assistantship	\$0	\$10,000	\$10,000	\$20,000
Employee tuition discount @ 24 credits	\$0	\$13,800	\$28,800	\$30,000
# employees	0	1	2	2
Institutional financial aid	\$2,640	\$37,097	\$45,000	\$57,790
Faculty costs				
Full-time wages	\$6,720	\$43,035	\$44,542	\$49,826
Full-time benefits	\$0	\$6,521	\$6,749	\$6,985
Part-time wages	\$0	\$10,433	\$14,397	\$14,901
Faculty development	\$7,500	\$3,000	\$3,000	\$3,000
Speakers for M.Ed. classes	\$500	\$750	\$1,000	\$1,250
<i>Total expenses</i>	\$17,360	\$124,636	\$153,490	\$183,754
<i>Net income from M.Ed.</i>	-\$3,720	\$44,594	\$102,800	\$132,941

¹ Year 1 projections are based on enrollment in summer 2011 only. Financial aid and faculty costs have been calculated on that limited basis.