

= History of Harvard Extension School =

The history of the Harvard Extension School dates back to its founding in 1910 by Abbott Lawrence Lowell . From the beginning , the Harvard Extension School was designed to serve the educational interests and needs of the greater Boston community , but has since extended its academic resources to the public , locally , nationally , and internationally .

Growing out of the Lowell Institute , it first became the Commission on University Extension in cooperation with other Boston @-@ area universities , and then eventually became a Harvard @-@ only institution . Early students were able to earn an Associate in Arts degree , which was the equivalent of a bachelor 's degree but which did have a residency requirement . That was later renamed an Adjunct in Arts before finally settling on a bachelor 's degree . The first graduate degree was awarded in 1980 .

The Harvard Extension School has been a leader in distance education , offering courses on the radio and television , and even on board Navy ships . Online education began in the mid @-@ 1980s , and in 2012 the school partnered with EdX to expand its reach . After 100 years , an estimated 500 @,@ 000 students have taken courses at the Extension School .

= = Lowell Institute = =

John Lowell , Jr . , a wealthy Boston businessman , became gravely ill during a camel trip across the Egyptian desert and wrote his will on the banks of the Nile River in Cairo . He died on March 4 , 1836 , shortly after arriving in Bombay , India , and his will was executed back in Boston . In it , he set aside half his fortune to be used for " the maintenance and support of Public Lectures to be delivered in said Boston upon philosophy , natural history , and the arts and sciences ... for the promotion of the moral and intellectual and physical instruction or education of the citizens of the said city of Boston . Lowell also directed that lectures be given " on the natural religion showing its conformity to that of our Savior , " " on the historical and internal evidences in favor of Christianity , " and " avoiding all disputed points of faith and ceremony " by directing the lecturers " to the moral doctrines of the Gospel . "

The lectures were supposed to be free for those of limited means , and for those who could afford to attend more " abstruse " or " erudite " lectures , the maximum charge was to be no more than the value of two bushels of wheat . In an equally egalitarian measure , the lectures were specifically open to women as well as to men . Some of the " most notable intellectual figures of America and Europe " lectured as part of the program .

When the Lowell Institute , the foundation formed to sponsor the lectures , opened in 1839 the initial value of the fund was \$ 250 @,@ 000 , or \$ 5 @,@ 309 @,@ 180 in 2012 dollars . Annual interest on corpus of \$ 18 @,@ 000 , or \$ 382 @,@ 260 @.@ 96 in 2012 dollars . By 1897 the fund had more than \$ 1 @,@ 000 @,@ 000 in it , with an annual income of more than \$ 50 @,@ 000 . The Institute was to be headed by a single trustee , and one preferably a male descendant of Lowell 's grandfather . The first trustee , John Amory Lowell , administered the trust for more than forty years . According to the terms of the will , each year 10 % of the earnings must be turned into non @-@ expendable capital .

= = Early years = =

= = Establishment of the University Extension = = =

The lack of an endowment was one reason why Harvard President Charles William Eliot declined to begin a continuing education program in 1902 . " I would strongly disapprove of starting the proposed institute without an endowment , " Eliot said . " It should not be dependent on other institutions . " At a meeting of the Boston City Club in 1909 , A. Lawrence Lowell said that John Lowell , Jr. had wanted found a " popular university " and that in order to fulfill that vision it had to be

connected to an already existing educational institution .

When A. Lawrence Lowell succeeded his father as trustee of the Lowell Institute in 1900 , he was already a trustee at both Harvard and MIT . He reorganized the lectures first as the School for Industrial Foremen at MIT , and then later renamed it the Lowell Institute School " under the auspices of MIT . " The first year of the School had courses in " the higher branches " of mathematics , and the second year was devoted to theory and practice . Between 30 and 50 men graduated from the program each year .

In 1907 the Lowell Institute School began offering courses at Harvard , and the a course on literature had to turn people away because the largest hall Harvard had could only seat 300 persons . Most classes , taught by " the best Harvard professors , " had roughly 20 students , and at " the end of the course the same examination is taken " that Harvard College students would take .

Two years later , in 1909 , A. Lawrence Lowell was elected president of Harvard . As president , A. Lawrence Lowell wanted to serve the " many people in our community , who have not been to college , but who have the desire and the aptitude to profit by so much of a college education as , amid the work of earning their living , they are able to obtain . "

James Hardy Ropes , the Extension 's first dean , said that " our aim will be to give the young people of Boston who have heretofore been prevented from securing a college education the same instruction they would receive were they undergraduates at Harvard . " He added that " many persons who wish that they had a college education will be able to get gradually an effective substitute for it--in some respects more effective than the ordinary college education because of the greater eagerness and maturity of such students . " Students under 20 were not permitted , unless they had been graduated from high school , but adults were not required to have a high school diploma .

In the spring of 1910 , a few months before the first students would enroll , A. Lawrence Lowell wrote to the Boston School Department asking which courses the University Extension could offer that the School Department would accept as qualifications for a teaching position at Boston Latin or one of the other high schools in the city . In September of that year the School Committee voted to accept the Extension 's Associate of Arts degree as sufficient to teach in a high school . It was noted that elementary school teachers could take the courses in the evenings and qualify for a better paying high school teaching position . The same was true for other young workers as well , Ropes said .

When the University Extension was announced it garnered major media coverage in Boston. the Boston Globe declared the Extension program to be " one of the hopeful signs of the times--this democratization of education , " congratulating the Extension for " the fine opportunities offered to those who hunger and thirst after knowledge . "

= = = Early courses and professors = = =

Classes , which were " identical with the regular classes offered by Harvard professors , " began at the end of September 1910 . It offered , according to the Boston Globe , " an opportunity for an education ... such has never been obtainable hitherto . "

Unlike a similar program at Columbia University , the University Extension courses were taught by " the most experienced teachers that can be secured . " In 1938 there were 28 professors for Commission faculties , including 11 full professors . Early faculty included Charles Townsend Copeland , Theodore Spenser , B.J. Whiting , William Yandell Elliot , Payton S. Wild Jr . , William Langer , Oscar Handlin , Kenneth B. Murdoch , Perry Miller , William Enerst Hocking , Raphael Demos , John Kenneth Galbraith , Frank M. Carpenter . In 1953 there were still 28 professors , and each was paid an extra stipend to teach the classes in addition to their regular course load .

Early courses included classes on English literature , principles of economics , psychology , and applied and experimental electricity , with laboratory experiments . It total there were 19 courses offered during the evenings , late afternoons , and Saturdays . A. Lawrence Lowell believed that it was more important to have high quality courses than to offer a larger number of courses , and that there should be a good deal of variety from year to year . In early years business courses were also

offered in conjunction with the Chamber of Commerce , but these were not designed to be part of a degree program .

They were " all of the same grade as college courses , involving much the same work , tested by examinations , " and would demand " the same amount of work required of a regular college student . " A. Lawrence Lowell said that " there is no use in a university 's trying to run a kindergarten for the public . The teachers are not fitted for such work . Their object should be to give the public the advantage of those riches which exist within their own walls . "

The Boston Globe opined that the early program of courses was " a comprehensive course of study ... which should attract the young men and women of metropolitan Boston who deprived through various circumstances of the opportunity to go to college . " The first year of courses saw 863 students enroll , with 395 of them earning certificates . A. Lawrence Lowell , as both president of Harvard and trustee of the Lowell Institute , saw the University Extension as " a trust for the community , for the public , and we are nothing but a successive series of servants to the public . "

Ropes ' goal was " to supply a thorough university training to those who have previously been denied one and supply it at a very low figure " while " provid [ing] technical or culture instruction for persons who are unable to spend four years in college . " Courses in 1920 cost \$ 5 for a one @-@ hour course , \$ 10 for a two @-@ hour course , and \$ 15 for a three @-@ hour course . The prices were designed to be low enough that " it would not be considered an impediment to anyone who really wanted such instruction " and all courses were offered after working hours . Beginning in 1919 , students were required to be present for 75 % of classes to earn credit .

Despite falling revenue due to the Great Depression , A. Lawrence Lowell insisted in 1931 that the will of John Lowell , Jr prevented courses from costing more than two bushels of wheat . As a result , a half year course cost could no more than \$ 5 , and a full course no more than \$ 10 . Some courses cost as little as \$ 2 @.@ 50 . However , increases in salaries required additional funding . To avoid an increase in tuition and the cut in Lowell Institute funding that would follow , an exam fee of \$ 5 was added for those who wished to earn a certificate . These prices remained in effect at least into the 1950s .

When the National University Extension Association was created in 1915 , Harvard was a charter member . Several years later , when Arthur F. Whittem took over as dean of University Extension , it comprised the Summer School of Arts and Sciences and of Education , the Commission on Extension Courses , and the Special Students office . Several years after retiring , President Lowell wrote that the Extension courses " have given a service to the public ... which seems to me of the utmost importance . "

= = = Commission on University Extension = = =

The popularity of the courses convinced A. Lawrence Lowell that they should be taken in a more systematic approach . He thus organized a Commission on University Extension with representatives from Harvard , Boston University , Boston College , MIT , Simmons College , Tufts University , Wellesley College , and the School of the Museum of Fine Arts . Members of the Commission were required to be the president of the university , or an executive there . The Commission also received financial support from the Boston Chamber of Commerce , and it was at a meeting of the Education Committee of the Chamber that the Commission 's creation was announced . Courses taken at the Boston Normal School also once counted for credit .

While the Commission was formed in 1910 , it " had already lost some of its vitality by the time Dean Ropes retired as chairman in 1922 , and when A. Lawrence Lowell stepped down as president of Harvard in 1933 the Commission had " lost most of its viability as a consortium , " though it still existed in name . From that time forward " it functioned mainly as an umbrella for a program that was run by University Extension at Harvard . "

In 1975 the Commission finally stopped functioning , and the University Extension began as a self @-@ sufficient program . The Lowell Institute continued to give a contribution , though instead of paying for operating costs it was used to fund scholarships for local high school students and faculty to take courses .

= = Growth of the Extension = =

From the beginning of the Commission , Harvard , Tufts and Wellesley all awarded an Associate in Arts degree , which was designed to be equivalent to a bachelor 's degree but did not require an entrance exam or residency at any of the various colleges . It was designed to be " an appropriate reward really within the reach of persons unable " to attend a traditional college program . In 1912 , two years after the Extension program began , nine students were pursuing a degree through it . Two students , John Coulson and Ellen M. Greany , earned the degree in the first year it was offered , 1913 . According to Ropes , there is then " in operation in Boston a kind of extension college , giving courses which lead to an adequately guarded degree , and administered by the joint action of the neighboring colleges . "

During the 1920s professors from Boston and Harvard Universities left the confines of their campuses and traveled to teach courses offsite . While they were primarily aimed at teachers , courses were offered wherever 40 or more students expressed an interest . Professors traveled on a weekly basis to places around New England and as far away as Yonkers , New York .

In 1933 the Connecticut legislature considered and passed a bill allowing junior colleges to award associate degrees for two years study . In the 23 years that the University Extension had been in existence , 120 people had already earned an associate degree from Harvard for four years worth of work . A. Lawrence Lowell , upon hearing this news , was " uncharacteristically impassioned " and asked Dean Whitten , " What is the proper word for a person from whom his good name has been filched ? For thou art that man . Read the enclosed and you will see that the name of Associate in Arts has been degraded , probably beyond recovery , by wicked , thievish , and otherwise disreputable institutions . "

So as to differentiate itself from the lesser degrees being offered elsewhere , President Lowell decided to " invent a new degree which may retain its dignity until somebody by imitation steals it . " On May 8 , 1933 a new degree of Adjunct in Arts was created , and women were allowed to receive it at Harvard , not just at Radcliff College .

The Depression had an impact on both enrollment figures of the University Extension and the finances of the Lowell Institute , which necessitated cuts in the number of courses offered . During the post @-@ War era , however , the number of courses offered and enrollments were on the rise , including 12 consecutive years between 1951 and 1963 .

In 1936 , a survey found that 56 % of students that year had never attended college before . A similar study in 1952 found that more than half had a profession , notably teaching , more than half had at least two years of college , and 75 % enrolled out of general interest . In 1938 another survey found that 64 % of all Extension graduates went on to do graduate work , a figure much higher than the number of graduates from the College . A total of 60 graduate degrees were awarded to alumni , as were six Ph.D 's .

In 1958 , courses cost about \$ 200 each , and in 1963 , students could earn a Harvard degree for roughly \$ 1 @,@ 000 . This was , according to Dean Reginald H. Phelps , " a bargain that simply can not be matched anywhere in the field of education . " Adding to the value , study spaces , conferences rooms , library facilities , and a dining hall were set up in Lehman Hall for students in 1964 . In addition , there was a television lounge where students could watch the WGBH programs .

= = = Television and radio = = =

Harvard Extension was a pioneer in distance education . Beginning on December 5 , 1949 , courses were offered on the Lowell Institute 's new radio station . New Englanders could go to college six nights a week at 7 : 30 in their living rooms simply by tuning into courses on psychology , world history , and economics . The first course on radio was by Peter A. Bertocci of Boston University . For 30 years he taught Extension courses , with never fewer than 100 students . He often over 300 students per course and once had over 400 . Over the years Bertocci had at least 7 @,@ 000 Extension students , " surely a record in the annals of Extension at Harvard . "

The radio courses proved to be so successful that when the television station WGBH went on the air in October 1951 they began broadcasting an Extension class every weekday at 3 : 30 and 7 : 30 . The first course , offered by Robert G. Albion , was on European Imperialism on Monday and Thursday evenings . In the late 1960s , three of the televised courses were offered in the Deer Island Prison . Students who watched the courses on television could attend six " conferences " and take a mid @-@ term and a final exam at Harvard in order to gain credit for the class . The television classes continued at least through the 1970s .

= = = United States Navy = = =

In 1960 the United States Navy approached Harvard about adapting the television courses that had been broadcast on WGBH for use on Polaris submarines . A two @-@ year program , known as the Polaris University Extension Program , was developed with WGBH producing five to six courses a year in engineering , math , physics , foreign languages , and electives . Lab courses and in class instruction were provided to the submariners when the subs were in port . Those who finished the course received a certificate of completion .

Eventually the program spread to surface ships as well , being rechristened as the Program for Afloat College Education (PACE) , and it " proved to be an effective and practical means of education for hundreds of Navy men . " By 1963 ? 64 there were 17 courses , with plans to have 32 within a few years , and 90 sailors enrolled . Just a year later , in 1964 ? 65 , there was 440 sailors taking courses , and in 66 @-@ 67 there were 803 sailors enrolled .

By the time it ended in 1972 ? 73 , there were 5 @, @ 903 registrations by Navy men in 40 classes . The Navy had anticipated huge enrollments , but the Vietnam War made it difficult for men to find the time to study . Additionally , the courses offered were weighted towards the sciences while classes in the humanities proved much more popular .

Occasionally , instruction was provided while the ships were at sea . During the 1967 " spring crisis in the Middle East , " the Navy paid for five instructors to go to the Mediterranean to teach on the deck of the USS Little Rock (CL @-@ 92) . In February 1968 , five instructors were flown by the Navy to Antarctica to teach at McMurdo Base .

= = Late 20th century = =

By the 50th anniversary of the University Extension in 1960 , more than 1 @, @ 400 courses had been offered and there had been more than 85 @, @ 000 enrollments . While the vast majority of classes were held on the Harvard campus , a few in the late 1960s were offered at MIT and BU , as well as at the Old South Meeting House . At this time non @-@ credit courses cost between \$ 15 and \$ 25 , and courses for credit cost between \$ 20 and \$ 35 .

In the 1970s the University realized it had a problem retaining employees , so it began the Tuition Assistance Plan (TAP) . In the first year 238 employees took advantage . By 1982 it was 834 students , with 37 degree candidates . The program effectively solved the retention problem . In 1978 a survey found that the majority of students had a family income of less than \$ 15 @, @ 000 , which was less than the national average of \$ 16 @, @ 000 .

On the occasion of the 50th anniversary of his 1930 graduation from Harvard College , Phelps said of all his administrative duties at Harvard he " found Extension the most rewarding . Partly , this was , no doubt , because I could run a rising program with practically no interference ; partly it was the feeling that a second chance in education for people passed by in the normal run of school and college is one of the finest aspects of American education ; and partly it was the chance to establish and maintain friendly relations thorough our programs with black people in Boston , who would otherwise have not have had any contact with Harvard . "

Graduates in 1982 went on to Harvard Law , Harvard Business School , Harvard Graduate School of Education , the Kennedy School of Government , and top others . In 1983 ? 84 the library moved to Sever Hall and saw a doubling of usage to nearly 30 @, @ 000 student visits with 13 @, @ 000 reserve books being circulated . Since the mid @-@ 1990s , academic and career services have

been provided " that most traditional students receive , ensuring the education is commensurate . " The Division of Continuing Education was created in 1985 , the same year that the Extension School was officially established as a formal school .

In 1992 the Indian Computer Academy opened in Bangalore , India , a joint venture between the Extension School and an Indian businessman with offices in Bombay (India) , and Dedham , Massachusetts . The program at the Academy was designed to consist of one year of full @-@ time study leading to Certificate in Applied Sciences . From the beginning , the principals in India were treating it like a for @-@ profit venture , and financially it was a failure . Harvard pulled out in 1994 , but not before approximately 150 students were educated in the two years of operation .

Roy J. Glauber , a future Nobel Prize winner , began teaching the core curriculum physics course to Extension students in 1985 . The course was designed for advanced high school students and their teachers . Over 150 students and teachers from 42 schools in the Greater Boston area took part the first year , and thousands more took part in the years to come .

= = Early 21st century = =

A proposal before the Faculty of Arts and Science in 2009 and 2010 to rename the school and the degrees offered was not accepted . A committee , led by Professor of Computer Science Harry R. Lewis , proposed renaming the school the " Harvard School of Continuing and Professional Studies , " and to drop the words " in Extension Studies " from degrees , so that the School would offer Bachelor of Arts and Master of Arts degrees . Some faculty objected , saying that those degrees were already offered by the College and the Graduate School of Arts and Sciences .

After 100 years , an estimated 500 @,@ 000 students have taken courses at the Extension School .

= = Degree development = =

There were 452 degree recipients in the 58 years between 1910 and 1968 , and 481 in the 39 between 1969 and 2008 . Including certificates , there have been 12 @,@ 464 graduates in Extension 's history . In 2013 there were 163 undergraduate degree earners , the largest class to date , bringing the total to 5 @,@ 415 graduates . As of 2009 , the five most popular graduate programs are in government , biology , psychology , history , and English , accounting for 75 % of graduates .

By 1953 , undergraduate degree holders went on to earn 16 Master of Arts degrees , 11 Masters of Education , one Bachelor of Sacred Theology , and five Doctors of Philosophy . Since the founding , there have been 250 students who earned an undergraduate degree at the Extension School and then an advanced degree at Harvard , including 30 doctorates . Approximately 10 % of ALM graduates have gone on to doctorates , including 16 at Harvard . There have been 328 AA and AB degrees awarded to employees since TAP was started in 1978 , 105 ALMs , and 166 certificates .

Given the success students had as early as 1953 in continuing their education after earning a degree from the Extension School , Phelps said , " it would seem , therefore , that the Extension courses and the degree for which they count are each year fulfilling the educational purpose for which they were originally established . "

While there has never been an entrance exam and fees were kept as low as possible to allow as many as possible to enroll , only .18 % have ever earned a degree . Including certificate earners , 2 @.@ 5 % have graduated . Today more degrees are awarded each year than were awarded in the first 50 years combined .

= = = Undergraduate = = =

From 1913 to 1933 , students had to take 17 courses in order to earn an Associate 's (equivalent of a Bachelor 's) degree . The University Extension had been awarding Adjunct in Arts degrees since 1933 , but in 1960 a new Bachelor of Arts in Extension Studies was created to replace it . To earn

one required meeting same standards as were required for a Bachelor of Arts degree from Harvard College , but it was designed specifically for adult learners . In 1971 an associate degree was established , and the following year bachelor 's degrees were awarded with honors .

In 1963 the first bachelor 's degrees were first awarded to 14 people students , the largest class yet , and the total number of graduates rose to 299 . This number would grow to 1 @, @ 000 in 1976 , and in 1982 the graduating class rose to more than 100 students for the first time .

Throughout the 1950s and 1960s the University Extension was strictly a liberal arts program with no intention of offering professional programs . In 1971 , however , it was recognized that " our charter is too narrow , our staff too small " for what the world needed in that day and age , and a committee was appointed by President Derek Bok to review the " structure and purpose of Extension . "

To meet the needs of the community , the University Extension was stretched from a traditional liberal arts program to " a community vocational arm of the University " with programs specifically designed for residents of Cambridge and Roxbury , as well as an Urban Studies program and a teacher training program . Upon his retirement in 1975 Phelps remarked that " with community needs in mind , Extension has moved a long way from the traditional path , " but that " we need to reach far more of the poor than we do . "

= = = Graduate = = =

In 1980 the first master 's degree (ALM) was awarded . The next year restrictions were lifted on the degree , and 741 students enrolled in the program . Demands of the labor market meant new initiatives in professional studies had to grow along with the traditional liberal arts programs . A graduate Certificate of Advanced Study was established in 1977 for a full year of study in humanities , social sciences , or natural sciences . Due to the success of the ALM , however , this certificate was phased out after 1985 .

The certificate 's success prompted the creation of a Certificate of Special Studies in Administration and Management in 1980 for students with a bachelor 's degree but no prior training in business or management . In 2007 it became an ALM in Management , which soon became the most popular program at the Extension School .

To meet the growing need for biotech industry staff in the Boston area , a Certificate of Advanced Studies in Applied Sciences was established in 1982 . In 1986 a Certificate of Public Health was launched , and first award to a Greek pharmacist in 1987 . This was followed in 1989 by a Certificate in Museum Studies . In time museum studies would become a master 's degree concentration and the certificate was discontinued . The Certificate in Publishing and Communications was created in 1995 , and the ALM in Information Technology was established in 1996 .

In 2001 ? 02 a pilot program was created to address the shortage of qualified math teachers in the Boston Public Schools . One in five middle and high school math teachers , for a total of 86 Boston teachers , took 117 classes . This led to the creation of an ALM in Mathematics for Teaching 2004 . A Certificate in Technologies of Education was created in 2000 ? 01 which grew to become an ALM in Educational Technologies in 2005 ? 06 . Also beginning in 2004 , ALMs could be earned in biotechnology or environmental management . The following year the ALM in Journalism , the first journalism degree offered at Harvard , was established .

= = = Pre @-@ medical program = = =

A pre @-@ med program was established at the Extension School in 1980 . Two years later , in 1982 , five students applied to medical school , and 3 were accepted at the University of Massachusetts , Tufts University , and New York University . Of the 19 students who applied to medical schools in 1985 , 15 were admitted , including two women to Harvard Medical School .

All 27 graduates who applied to medical school in 1989 were accepted , including three to Harvard Medical School and nine to the University of Massachusetts . Five years later , 90 % of students were accepted to medical school , including 5 to Harvard . Only one in three were accepted nationwide . The Health Careers Program has sponsored nearly 1 @, @ 000 students for admission

to medical school since it was started in 1979 ? 80 , and more than 845 were accepted . This 85 % success rate far exceeds the national acceptance rate of 35 % .

= = Online education = =

The Extension School developed its online Teleteaching Project in the 1980s . In 1984 , a calculus course was offered via voice @-@ data modem , kicking off its online education effort . In 1988 a joint venture was developed with Beijing Normal University on a five @-@ week course on artificial intelligence . It was taught in Harvard Square at nights , and the Chinese students simultaneously took the class in what was the morning for them .

After the Extension School became a self @-@ sufficient program and the Commission disbanded , the Lowell Institute funding was no longer used for direct operating costs and was instead turned into a scholarship fund for local high school students and teachers . In 1997 ? 98 , nearly 100 students , most of them high school students in far flung places such as Alaska or Hawaii , were taking one of six different calculus courses online . Their schools did not offer the course , and the Lowell Scholarships allowed them to take it at a greatly reduced rate . Beginning in 1997 , courses were also being videotaped and then put online within 36 hours for distance students to view .

By 2000 online courses had evolved from an experiment to " an established academic program , " and in 2001 there were 25 online courses with 2 @, @ 200 student enrollments . In 2003 , the program had expanded to 36 online courses , including six from Harvard College , and in by 2004 there were 43 , including a Harvard College course on US @-@ Europe relations taken simultaneously by Extension students , Harvard graduate and undergraduate students , and students at Institut d 'Etudes Politiques de Paris .

In 2005 courses became available as podcasts downloadable on iTunes , and in 2006 ? 07 there were 100 courses available online . Going online allowed professors to target their classes to specific audiences , such as Latino school teachers or museum professionals in certain regions , and by 2008 more than 25 % of the online courses were Harvard College classes .

A \$ 1 million grant was awarded in 2005 to build a 6 @, @ 000 sq ft " of immerse , collaborative learning environments in five classrooms plus a state @-@ of @-@ the @-@ art control room . " They went online in 2007 and allowed " greatly enhanced opportunities for pedagogical experimentation . " This experimentation and research would be continued with the creation of HARvardX in 2012 .

In 2007 @-@ 8 there were more than 7 @, @ 700 course registrations in online classes , including 4 @, @ 000 from students who never came to campus for class . 108 classes were offered , including 29 Harvard College classes taught by senior Harvard faculty . In 2013 it was ranked the second @-@ best university for online education .

= = Deans = =

James Hardy Ropes , Chairman of Commission on Extension Courses , Dean of University Extension , 1910 ? 1922

Arthur F. Whittem , Chairman of Commission on Extension Courses , Director of University Extension , 1922 ? 1946

George W. Adams , Chairman of Commission on Extension Courses , Director of University Extension , 1946 ? 1949

Reginald H. Phelps , Chairman of Commission on Extension Courses , Director of University Extension , 1949 ? 1975

Michael Shinagel , Director of Continuing Education and University Extension , 1975 ? 1977 , and Dean of Continuing Education and University Extension , 1977 ? 2013

Huntington D. Lambert , Dean of Continuing Education and University Extension , 2013 ? present