

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy and
Special Education**

Curriculum Change

Effective Term: Fall 2017

1. **Type of Change:** Change in graduate bulletin; addition of new degree
2. **From:**

Counseling, Leadership, Literacy, and Special Education

Chair: Faith Deveaux (Carman Hall, Room B20)

Coordinators:

Sheila Blachman, Childhood Education, Dual Certification and Bilingual (Carman Hall, Room B20).

Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01).

Janet DeSimone, Educational Leadership (Carman Hall, Room B53).

Barbara Gottlieb, Childhood & Adolescent Special Education (Carman Hall, Room B53).

Danielle Magaldi-Dopman, Early Childhood Special Education (Carman Hall, Room B49).

Limor Pinhasi-Vittorio, Literacy Studies (Carman Hall, B17).

Department Faculty: Professors: Harriet Fayne, Barbara Gottlieb, Gaoyin Qian;
Associate Professors: Stuart Chen-Hayes, Janet DeSimone, Faith Deveaux, Limor Pinhasi-Vittorio; Assistant Professors: Alyse Anekstein, Danielle Magaldi-Dopman, Rosa Rivera-McCutchen, Laura Roberts, Jennifer VanAllen; Lecturers: Sheila Blachman, Faith Muturia

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership
- Advanced Certificate, Educational Leadership

- Master of Science in Education, Literacy Studies: Early Childhood Education
- Master of Science in Education, Literacy Studies: Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education
- Master of Science in Education, Literacy Studies: Adult*
- Master of Science in Education, Literacy Studies: Teaching Literacy Birth-Grade 6 and Special Education Grades 1-6
- Dual Certificate, Literacy and Special Education, Birth-Grade 6
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

Educational Leadership Graduate Programs

~~Lehman College offers a 30-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) and a 12-15-credit Advanced Certificate program in Educational Leadership leading to New York State Professional Certification as a School District Leader (SDL).~~

~~The purpose of the graduate programs in Educational Leadership is to prepare candidates for positions as School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL and SDL. The programs unite both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.~~

~~The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, and assistant superintendents) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational~~

~~staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.~~

~~The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.~~

Educational Leadership, M.S.Ed. Program (30 Credits)

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

~~*Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*~~

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;

2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

~~Note: In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must earn a passing score on the New York State Educational Leadership Assessments in SBL.~~

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; and
4. Submission of the culminating electronic program portfolio.

~~Note: Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.~~

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The following is a listing, by semester, of the courses that comprise the Advanced Educational Leadership/District Leader Extension Program ~~leading to an Advanced Certificate in Educational Leadership and a Professional Certificate as a School District Leader.~~ The Advanced Certificate can be completed in approximately 2-3 semesters.

~~Note: Registration for all courses requires Departmental approval. Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.~~

Semester I (fall): (6 credits)

~~(The following courses are corequisites and prerequisites for all other courses in this program:)~~

| | | |
|---------|---|---|
| EDL 712 | Leading an Effective School District | 3 |
| EDL 716 | Educational Governance, Policy, and Law | 3 |

Semester II (spring): (6 credits)

| | | |
|---------|--|---|
| EDL 717 | Finance, Operations, and Human Resource Management | 3 |
| EDL 721 | The Leadership Experience-District/Extension | 3 |

~~(Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again, in Summer I.)~~

~~Advanced Educational Leadership/District Leader Extension Program Admission Requirements~~

~~Note: Students admitted every fall semester; applications due by March 1.~~

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)
2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;

6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.

~~Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.~~

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of ~~*PLEASE REMOVE ASTERISK~~ 12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of ~~±~~ 200-400 internship hours; and
4. Submission of the culminating electronic program portfolio in EDL 721 (The Leadership Experience/District Extension).

~~*(Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits~~

~~and 400 internship hours.)~~

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

3. To:

Counseling, Leadership, Literacy, and Special Education

Chair: Faith Deveaux (Carman Hall, Room B20)

Coordinators:

Sheila Blachman, Childhood Education, Dual Certification and Bilingual (Carman Hall, Room B20).

Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01G).

Janet DeSimone, Educational Leadership (Carman Hall, Room B53).

Barbara Gottlieb, Childhood & Adolescent Special Education (Carman Hall, Room B01E).

Danielle Magaldi-Dopman, Early Childhood Special Education (Carman Hall, Room B48).

Limor Pinhasi-Vittorio, Literacy Studies (Carman Hall, B17A).

Department Faculty: Professors: Harriet Fayne, Barbara Gottlieb, Gaoyin Qian; Associate Professors: Stuart Chen-Hayes, Janet DeSimone, Faith Deveaux, Limor Pinhasi-Vittorio; Assistant Professors: Alyse Anekstein, Danielle Magaldi-Dopman, Rosa Rivera-McCutchen, Laura Roberts, Jennifer VanAllen; Lecturers: Sheila Blachman, Faith Muturia

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership (School Building Leader)
- Advanced Certificate, Educational Leadership (School District Leader)
- Master of Science in Organizational Leadership (not related to K-12 leadership)
- Master of Science in Education, Literacy Studies: Early Childhood Education
- Master of Science in Education, Literacy Studies: Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education
- Master of Science in Education, Literacy Studies: Adult*
- Master of Science in Education, Literacy Studies: Teaching Literacy Birth-Grade 6 and Special Education Grades 1-6
- Dual Certificate, Literacy and Special Education, Birth-Grade 6
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits)

M.S.Ed. Program in Educational Leadership (School Building Leader) Overview

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The

curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

The following is a listing, by semester, of the courses that comprise the M.S.Ed. Program in Educational Leadership. The M.S.Ed. program can be completed in approximately 5 semesters.

Semester I (fall): (6 credits)

EDL 701: The Principal as a School Building Leader (3 credits)

EDL 702: Ethics in School Leadership (3 credits)

Semester II (spring): (6 credits)

EDL 703: Collaborative and Community-Based Leadership (3 credits)

EDL 704: Instructional and Curriculum Leadership (3 credits)

Semester III (summer): (6 credits)

EDL 706: Legal and Economic Issues and the Administration of Schools (3 credits)

EDL 708: Research, Assessment, and Data-Driven Decision Making (3 credits)

Semester IV (fall): (6 credits)

EDL 707: Creating Effective and Supportive Learning Environments for All Students (3 credits)

EDL 711: The Leadership Experience II– Building Level (internship/seminar –3 credits)

Semester V (spring): (6 credits)

EDL 709: Case Studies in School Building Leadership (3 credits)

EDL 710: The Leadership Experience I – Building Level (internship/seminar, 3 credits.)

Notes:

- Registration for all courses requires Departmental approval.
- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
9. Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; and
4. Submission of the culminating electronic program portfolio.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must earn a passing score on the New York State Educational Leadership Assessments in SBL.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The purpose of the Advanced Educational Leadership/District Leader Extension Program is to prepare candidates for positions as School District Leaders (SDL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SDL. The programs unite both the development of schools/districts and the development of educational leaders by preparing individuals who can be catalysts for school/district change and improved student performance.

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school, district and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school/district-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Educational Leadership/District Leader Extension Program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in

part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

The following is a listing, by semester, of the courses that comprise the Advanced Educational Leadership/District Leader Extension Program. The Advanced Certificate can be completed in approximately 2-3 semesters.

Semester I (fall): (6 credits)

| | | |
|---------|---|---|
| EDL 712 | Leading an Effective School District | 3 |
| EDL 716 | Educational Governance, Policy, and Law | 3 |

Semester II (spring): (6 credits)

| | | |
|---------|--|---|
| EDL 717 | Finance, Operations, and Human Resource Management | 3 |
| EDL 721 | The Leadership Experience-District/Extension | 3 |

Notes:

- Registration for all courses requires Departmental approval. Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.
- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again, in Summer I.

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

Note: Students admitted every fall semester.

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)

2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
10. Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of 12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);

3. Successful completion of 200-400 internship hours; and
4. Submission of the culminating electronic program portfolio in EDL 721 (The Leadership Experience/District Extension).

Note:

- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

4. Rationale:

With the approval of the new Master of Science in Organizational Leadership program, the graduate bulletin needed to be revised and updated to reflect the new program. Also, additional stylistic changes and re-organization of content have been done to make the Educational Leadership program information, across all of its degrees/certificates, more consistent, readable and easier to understand. Curriculum, program content and/or admission/graduation requirements have not been changed.

5. Date of departmental approval: February 8, 2017

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy and
Special Education**

Curriculum Change

Name of Program and Degree Award: Organizational Leadership, MS
Hegis Number: 2299.00
Program Code: 38541
Effective Term: Fall 2017

3. **Type of Change:** Change in graduate bulletin - addition of new degree

4. **From:**

ADDING NEW SECTION, SO THERE IS NO PRIOR TEXT TO REVISE – SO HAVE NOT UNDERLINED ENTIRE TEXT – ONLY WHAT SHOULD BE FOR STYLISTIC \ PURPOSES

3. **To:**

Organizational Leadership, Master of Science Program (MSOL) (30 credits)

MSOL Program Overview

The purpose of the MSOL Program is to prepare candidates to assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, corporate, healthcare and government, and is not focused on Pre-K-12 leadership.

The courses emphasize self assessment and reflection, critical thinking, decision making and problem solving, with extensive field-based experiences as a central component. The proposed MSOL program will provide knowledge of leadership roles and will emphasize interpersonal skills in order to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program will offer practical tools to students, which immediately can be applicable in their respective places of work, and will cultivate graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, align individuals in cooperative efforts to meet organizational goals and lead across the ever-evolving diversity landscape of the 21st century. The MSOL Program is based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring and qualified leaders.

The following is a listing, by semester, of the courses that comprise the MSOL Program, which can be completed in approximately one full year (12 months).

Semester I (fall): (9 credits)

EDL 801: Holistic Leadership (4 credits)

EDL 802: Ethical Leadership (4 credits)

EDL 808: Leadership Seminar I: Needs Assessment (1 credit)

Semester II (winter): (3 credits)

EDL 803: Communication and Teamwork (3 credits)

Semester III (spring): (9 credits)

EDL 804: Leading for Strategic Change (4 credits)

EDL 805: Program Development and Evaluation (4 credits)

EDL 809: Leadership Seminar II: Literature/Research (1 credit)

Semester IV (summer): (9 credits)

EDL 806: Managing Financial Resources (4 credits)

EDL 807: Leveraging Human Capital (4 credits)

EDL 810: Leadership Seminar III: Implementation Plan (1 credits)

Notes:

- *Registration for all courses requires program approval (coordinator or advisor).*
- *Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.*

MSOL Program Admission Requirements:

Note: Students admitted fall semesters

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working;
4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements:

1. Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester;
2. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
3. Minimum 3.0 grade point average in all coursework;
4. Demonstrated evidence of ethics, as well as organizational, administrative, and collaborative skills, through group-based projects; and
5. Satisfactory progress on action research project.

MSOL Program Graduation Requirements:

1. Completion of 30 approved graduate credits of study in organizational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of action research project.

4. Rationale:

With the approval of the new Master of Science in Organizational Leadership (MSOL) program, the graduate bulletin needs to be updated to reflect the new program. The bulletin information was taken exactly from the original MSOL program that was approved internally, by CUNY and by NYSED.

5. Date of departmental approval: February 8, 2017

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND
SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Course Credits

2. **From:**

| | |
|---|--|
| Department(s) | Counseling, Leadership, Literacy and Special Education |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | |
| Course Prefix & Number | EDL 721 |
| Course Title | The Leadership Experience – District Extension |
| Description | This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. |
| Pre/ Co Requisites | Permission of program coordinator |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, | |

| | |
|-----------------------------|--|
| WAC, etc) | |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

3. **To:**

| | |
|------------------------|---|
| Department(s) | Counseling, Leadership, Literacy and Special Education |
| Career | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate |
| Academic Level | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial |
| Subject Area | |
| Course Prefix & Number | EDL 721 |
| Course Title | The Leadership Experience – District Extension |
| Description | <p>This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.</p> <p><u>(May be repeated for a maximum of six credits.)</u></p> |

| | |
|---|--|
| Pre/ Co Requisites | Permission of program coordinator |
| Credits | 3 |
| Hours | 3 |
| Liberal Arts | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Course Attribute (e.g. Writing Intensive, WAC, etc) | N/A |
| General Education Component | <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World |

4. **Rationale:**

Advanced certificate/district leader program candidates, who have not graduated from Lehman College’s MEd/School Building Leader Program, are required to fulfill 400 hours of leadership internship experience. Such candidates must register for EDL 721, twice, for a total of six credits. In order to accommodate registration issues in CUNYFirst, this must clearly be stated in the course description.

5. **Date of departmental approval:** February 8, 2017