

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

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

CURRICULUM CHANGE

1. Type of Change: Discontinuation of the 30-credit Advanced Certificate Program in Educational Leadership leading to New York State Professional School District Leader Certification

2. Description: The following program, Educational Administration as a School District Leader, should be discontinued effective May 2015. The program's Hegis code is 0827.00, and its Program Code is 31471. The program leads to an Advanced Certificate.

3. Rationale: A 12-15-credit advanced certificate/extension program in educational leadership/school district leader was created (and approved in 2009) to better streamline the curriculum without sacrificing content. The extension program was designed to replace the 30-credit program and appeal more to graduates of Lehman's MEd Program in Educational Leadership/School Building Leader. Therefore, the 30-credit program has become obsolete and has never had student enrollment.

4. Date of departmental approval: February 25, 2015

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

CURRICULUM CHANGE

Name of Program and Degree Award: 30-credit Advanced Certificate in Educational Leadership/School District Leader
Hegis Number: 0827.00
Program Code: 31471
Effective Term: Fall 2015

1. Type of Change: *Changes to Graduate Bulletin*

2. From:

Lehman College offers a 33-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) ; a 12-15-credit ~~Advanced Educational Leadership/District Leader Extension Program leading to an Advanced Certificate and a Professional Certification as a School District Leader ; and a 30-credit Advanced Certificate 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 Advanced Certificate Overview~~

~~The following is a listing, by semester, of the courses that comprise the Advanced Certificate in Educational Leadership leading to a Professional Certificate as a School District Leader. Due to the rigorous content of the program, the Advanced Certificate can be completed in approximately two years, including one summer over 5 semesters.~~

~~Note: Registration for all courses requires Departmental approval. Most courses require that students participate in 6 hours of leadership experiences in districts over the course of the semester, in addition to EDL 720.~~

~~(These courses are corequisites and prerequisites for all other courses in this program.)~~

~~Semester I (fall): (6 credits)~~

~~EDL 712: Leading an Effective School District (3 hours, 3 credits)~~

~~EDL 713: Shared Decision Making and Ethics for the School District Leader (3 hours, 3 credits)~~

~~Semester II (spring): (6 credits)~~

~~EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 hours, 3 credits)~~

~~EDL 715: Diversity and Educational Leadership (3 hours, 3 credits)~~

~~Semester III (summer): (6 credits)~~

~~EDL 716: Educational Governance, Policy, and Law (3 hours, 3 credits)~~

~~EDL 717: Finance, Operations, and Human Resource Management (3 hours, 3 credits)~~

~~Semester IV (fall): (6 credits)~~

~~EDL 718: Creating Effective Partnerships: Parents, Community Members, School Boards, and Other Key Stakeholders (3 hours, 3 credits)~~

~~EDL 719: Case Studies in School District Leadership (3 hours, 3 credits)~~

~~Semester V (spring): (6 credits)~~

~~EDL 720: The Leadership Experience—District/Region Level (internship/seminar—400 hours, 6 credits)~~

~~Educational Leadership Advanced Certificate Admission Requirements~~

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

- ~~1. A master's degree in a related field (e.g., teaching and school counseling) from an accredited college or university;~~
- ~~2. A minimum 3.0 (B) Grade Point Average from a completed graduate 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 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;~~
- ~~6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and~~
- ~~7. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school district leader; b) candidate's philosophy on excellence in 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.~~

~~Educational Leadership Advanced Certificate 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 region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 720 (The Leadership Experience); and~~
- ~~3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.~~

~~Educational Leadership Advanced Certificate 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 in EDL 720 (The Leadership Experience).~~

~~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 Certificate 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:

Lehman College offers a 33-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.

4. Rationale:

The 30-credit Advanced Certificate Program in Educational Leadership, leading to New York State School District Certification, has been discontinued. Therefore, the graduate bulletin must be revised.

5. Date of departmental approval: February 25, 2015

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
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CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 739
Course Title	College Access Counseling
Description	Development of college and postsecondary counseling competencies to close achievement, opportunity and attainment gaps, focusing on college readiness, access, admission, and postsecondary planning.
Pre/ Co Requisites	Permission of program advisor
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	___X_ Not Applicable ___ Required

Component	<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
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3. Rationale: This course is developed in response to a national initiative to close access, opportunity and attainment gaps in young people, specifically with regard to success in college and postsecondary achievement.

4. Learning Outcomes:

By the end of the course students will be expected to:

- effectively advocate and access resources for college and post secondary planning;
- develop and deliver classroom lesson plans for a K-12 population relevant to promoting college readiness, access and success;
- conduct financial aid and parent workshops, including scholarship and grant searches;
- conduct one-to-one and group counseling sessions for effective planning, goal setting, and following through on the college/postsecondary processes; transitioning from high school to college and postsecondary life;
- utilize available technology to assist students in the successful college going process including pre-admissions, admissions, special programs (EOP/HEOP/SEEK/college bridge) and track and share data;
- effectively consult and collaborate with the school, community, private and non-profit resources to promote academic, college/career and person/social development of students; and
- promote professional relationships and professional activities in accordance with the ethical standards of the profession.

5. Date of Departmental Approval: February 25, 2015

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CURRICULUM CHANGE

1. **Type of Change:** Course prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	EDG
Course Prefix & Number	706
Course Title	Assessment in Counseling
Description	Examination of assessment theory and practice in urban school counseling settings, including culturally competent assessment and diagnosis, types of academic and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success. A 10-hour pre-practicum experience in a K-12 school is required.
Pre/ Co Requisites	EDG 703 or permission of the program coordinator.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input 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 & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	EDG
Course Prefix & Number	706
Course Title	Assessment in Counseling
Description	Examination of assessment theory and practice in urban school counseling settings, including culturally competent assessment and diagnosis, types of academic and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, college and interpersonal success. A 10-hour pre-practicum experience in a K-12 school is required.

Pre/ Co Requisites	<u>Permission of program advisor.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input 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

4. Rationale:

There will be no discernible impact on the learning outcomes of the program. The curriculum map will now include offering these courses simultaneously; therefore, a prerequisite is no longer required.

5. Date of departmental approval: February 25, 2015

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CURRICULUM CHANGE

Name of Program and Degree Award: Dual Certification Program in Early Childhood or Childhood Special Education with bilingual extension - MSED

Hegis Number: 0808.00

Program Code: 25815; 25812

Effective Term: Spring 2015

1. Type of Change: Admission Requirements

2. From:

Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood developmental level.
4. An essay outlining career goals.
5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
6. Two letters of recommendation.
7. Evidence of having taken the New York State ~~Liberal Arts and Sciences Test (LAST)~~.
8. Successful participation in a bilingual interview.
9. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

3. To:

Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. An essay outlining career goals.
5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
6. Two letters of recommendation.
7. Evidence of having taken the New York State Academic Literacy Skills Test (ALST)
8. Successful participation in a bilingual interview.
9. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

4. Rationale:

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

5. Date of departmental approval: February 25, 2015

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SPECIAL EDUCATION
CURRICULUM CHANGE

Name of Program and Degree Award: *Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education - MSEd*
Hegis Number: 0808.00
Program Code: 25815; 25812
Effective Term: Spring 2015

1. Type of Change: Admission Requirements

2. From:

Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.
4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State ~~Liberal Arts and Sciences Test (LAST).~~
7. Participation in an interview.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

3. To:

Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.

4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State Academic Literacy Skills Test (ALST)
7. Participation in an interview.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

4. Rationale:

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

5. Date of departmental approval: February 25, 2015

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SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: *Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education - MEd*

Hegis Number: 0808.00

Program Code: 25815; 25812

Effective Term: Spring 2015

1. **Type of Change:** Admission Requirements

2. **From:**

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.
4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State ~~Liberal Arts and Sciences Test (LAST)~~.
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
9. Certification of placement and assurance of ability to complete all the program and course requirements.

3. To:

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.
4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State Academic Literacy Skills Test (ALST).
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
9. Certification of placement and assurance of ability to complete all the program and course requirements.

4. Rationale:

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

5. Date of departmental approval: February 25, 2015

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CURRICULUM CHANGE

Name of Program and Degree Award: Early Childhood or Childhood Special Education MEd.

Hegis Number: 0808.00

Program Code: 25815; 25812

Effective Term: Spring 2015

1. Type of Change: Admission requirements

2. From:

Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. An essay outlining career goals.
6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
7. Two letters of recommendation.
8. Evidence of having taken the New York ~~State Liberal Arts and Sciences Test (LAST)~~.
9. Participation in an interview.

3. To:

Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. An essay outlining career goals.
6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
7. Two letters of recommendation.
8. Evidence of having taken the New York State Academic Literacy Skills Test (ALST).
9. Participation in an interview.

4. Rationale:

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

5. Date of departmental approval: February 25, 2015