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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, December 9, 2015  
Senate Meeting**

**Senators Present:** Alonso, O.; Amend, A.; Bamshad, M.; Benalcazar, D.; Bergmann, R.; Bewry, S.; Budescu, M.; Campeanu, S.; Carey, R.; Chawla, J.; Cheng, H.; Choudhury, E.; Clark, V.; DeJesús, M.; Eleyinate, O.; Fayne, H.; Fera, J.; Fernández, R.; Finger, R.; Hassan, M.; Hernandez, M.; Hmady, A.; Holloway, J.; Hussen, N.; Jervis, J.; Jordan, S.; Kremenitzer, J.; Lara, L.; Li, S.; Machado, E.; Magdaleno, J.; Mak W.; Marianetti, M.; Martín, O.; Matty, T.; Maybee, J.; Mazza, C.; McCabe J.; Medina, G.; Mindanao, F.; Morrobel-Sosa, A.; Muallem, J.; Nadeem, S.; Nelson, D.; O'Connor, N.; Oh, H.; Peguero, E.; Petkov, R.; Pettipiece, D.; Philipp, M.; Polanco, M.; Poon, L.; Prince, P.; Prohaska, V.; Ramsundar, S.; Rivera, A.; Rivera-McCutchen, R.; Rosario, Y.; Roush, K.; Rupp, S.; Sailor, K.; Sanchez, A.; Sanchez, A.; Sarmiento, R.; Schlesinger, K.; Sen, G.; Spence, N.; Spencer, R.; Tananbaum, D.; Valentine, R.; Waring, E.; Yang, L.; Yates, S.; Zucchetto, V.

**Senators Absent:**

Blackman, A.; Choudhury, Z.; Christian, M.; Conner, P.; Dellapina, M.; Doyran, M.; Georges, C. A.; Gerry, C.; Glover, B.; Gomez, P.; Gorokhovich, Y.; Grullon, S.; Kaid, G.; Latimer, W.; Levi, N.; Markens, S.; McKensie, O.; Mibenge, C.; Muñiz, B.; Munoz, M.; Perkins, M.; Porter, K.; Ricourt, M.; Rivera, C.; Samuel, L.; Santiago, M.; Silverman, H.; Vidal-Castillo, D.; Williams, H.

The meeting was called to order by President Ricardo R. Fernández at 3:36 p.m.

**1. Approval of the Minutes**

The Minutes of the November 18, 2015 meeting was approved by unanimous voice vote.

**2. Announcements and Communications—**

**a. Report of the President**

President Ricardo Fernández led a delegation of the three Bronx CUNY colleges on December 1<sup>st</sup> to meet with the Bronx legislators. The meeting was held in the office of Assemblyman Jeffrey Dinowitz, who is also a Lehman College alumnus. The delegation and legislators addressed many subjects, including funding for scholarships and opportunities for students who would benefit by the passage of the Dream Act in New York. President Fernández urged that \$10 million in capital construction funding be allocated for the completion of the Nursing Education, Research, and Practice Center to house the Nursing Program. The College currently has \$41 million which could provide for construction of a building that would be at capacity. However, in planning for future

41 construction of a building that would be at capacity. However, in planning for future  
42 growth, the College needs a structure that will accommodate additional students. The  
43 importance of expanding is underscored by data that projects an increase in enrollment.  
44 We have now gone beyond that projected increase and anticipate the possibility of further  
45 expansion going forward. The President explained that the opportunity to expand is fueled  
46 by the fact that the Lehman Nursing Program is the only public nursing program between  
47 the Bronx and Albany.

48  
49 In addressing a question about how an expansion of buildings would affect recreational  
50 space on campus, President Fernández turned the floor over to AVP Rene Rotolo, Campus  
51 Planning and Facilities. AVP Rotolo explained that the College has a Facilities Master  
52 Plan, which provides for new buildings to be constructed on campus but without impacting  
53 the available green space.

54  
55 The President attended a meeting of leaders of higher education institutions organized by  
56 the Office of the Mayor. The Mayor’s Office would like New York City to become a  
57 technology pipeline, but we currently do not have the capability in terms of those with the  
58 necessary qualifications and also those with a broad liberal arts background. The Mayor’s  
59 Office is seeking to engage colleges in assessing the on-going educational needs of those  
60 employed. This initiative may provide a wonderful opportunity for developing internships.  
61 The President suggested an exchange program could be developed, where those currently  
62 working could come to the college and where students could have experiences in a work  
63 setting. The President is looking forward to the development of this initiative and has  
64 asked VP Ron Bergmann to be the primary contact person and for Prof. Brian Murphy,  
65 Mathematics and Computer Science Department, to participate.

66  
67 **b. Student Legislative Assembly—**

68 Ms. Lilian Yang reiterated the three initiatives that the Student Legislative Assembly  
69 (SLA) is working on this academic year. The SLA is also seeking other opportunities for  
70 engagement.

72 Ms. Yang mentioned that security on and around Kingsbridge Road has been under  
73 discussion. She also announced that SLA and the Student Government Association (SGA)  
74 were working closely together in an effort to add an additional ATM machine on campus.  
75 The SLA and SGA are in the process of reviewing and proposing amendments to SLA and  
76 the SGA constitution and bylaws.

77  
78 Ms. Yang wished everyone a happy holiday.

79

80 **REPORTS OF STANDING COMMITTEES—**

81 **1. Graduate Studies—**

82 Prof. Janet DeSimone, presented proposals for the following departments: Early Childhood and  
83 Childhood Education; Middle and High School Education; Counseling, Leadership, Literacy and  
84 Special Education; Social Work; and Economics and Business.

85

86 See Attachment I.

87

88 All proposals were approved by voice vote with one abstention.

89

90 The next meeting is scheduled for Wednesday, February 10<sup>th</sup> at 11:00 a.m. in Carman, B33.

91

92 **2. Governance Committee—**

93 Prof. Duane Tananbaum presented the report on the issue of co-requisites and pre-requisites.

94

95 See Attachment II

96 **3. Committee on Admissions, Evaluations and Academic Standards--**

97 Prof. Penny Prince presented the proposed revision to freshmen admission criteria, which was  
98 unanimously approved by CAEAS.

99

100 See Attachment III

101

102 V.P. Reine Sarmiento, Enrollment Management, explained that the admissions criteria revision is  
103 necessary because, nationwide, the freshmen pool of applicants is expected to remain flat until

104 2022. Provost Morrobel-Sosa elaborated on what was said, and explained that the decrease is  
105 driven by demographics.

106  
107 V.P. Magdaleno added that the proposal to expand the admissions process would be based on two  
108 bands of students: those who scored a 920-940 on the SATs with a CAA of 85 or greater; and  
109 those who scored an 1150 on the SATs. Under the revised rubric, it is estimated that there will be  
110 an additional 370 undergraduate admission, matriculated students who would qualify. This pool  
111 excludes the Macaulay Honors College and SEEK.

112  
113 The proposal was approved by unanimous voice vote.

114  
115 **4. Undergraduate Curriculum---**

116 Prof. Vincent Prohaska presented proposals for curriculum changes in Political Science. All were  
117 approved by unanimous voice vote.

118  
119 See Attachment IV  
120

121 The next meeting is scheduled for Wednesday, February 17<sup>th</sup> at 1:00 p.m., in the Science Building,  
122 room 1405A.

123  
124  
125 **5. Academic Freedom—**

126 There was no report.

127  
128 The next meeting is tentatively scheduled for Monday, April 11, 2016.

129  
130 **6. Ad Hoc Committee on the Student Evaluation of Teaching—**

131 Prof. Robert Valentine presented the report. He provided a list of resolutions to address the issues  
132 that the Ad Hoc Committee identified.

133  
134 See Attachment V

135 After discussion, the Committee was asked to clarify the objectives for moving forward and report  
136 back to the Senate.

137

## 138 **7. Library, Technology, and Telecommunication—**

139 Steve Castellano presented the report. He announced that the information on student evaluations  
140 was posted on Blackboard. Mr. Castellano also reported the following:

141

142 Library: The amnesty period, which will allow students to return any overdue books without  
143 penalty, will begin on December 15<sup>th</sup> and end December 30<sup>th</sup>. The Library has extended hours  
144 until midnight beginning on December 14<sup>th</sup> and ending December 22<sup>nd</sup>. A Library newsletter will  
145 be distributed shortly. Lastly, the CUNY repository for student and faculty scholarship is open and  
146 awaiting submissions. Those interested should contact Prof. Madeline Cohen or Prof. Jenifer  
147 Pogali for more information.

148

149 Information Technology: All technology fee proposals have been submitted. ITR user services and  
150 desktop support will begin the process of installing Microsoft Systems Center on computers that  
151 use Windows. Microsoft Systems Center is an OS management system. It will help to monitor the  
152 performance of all computers on campus and will automatically update and install all necessary  
153 software.

154

155 Online Education: A Blackboard upgrade is scheduled for December 27<sup>th</sup> at noon and will be  
156 completed by December 28<sup>th</sup> at 2:30 p.m. During that time, Blackboard will be unavailable. Mr.  
157 Castellano suggested that faculty submit their grades as early as possible. A new system which  
158 screens for potential plagiarism, Turnitin, will be available through Blackboard beginning in the  
159 spring semester.

160

## 161 **8. Campus Life and Facilities —**

162 There was no report.

163

164

165

166

167 **9. Budget and Long Range Planning —**

168 There was no report.

169

170 The next meeting is scheduled for Wednesday, March 2<sup>nd</sup> at 3:30 in Shuster 336.

171

172 **10. University Faculty Senate Report—**

173 There was no report.

174

175 Old Business----None.

176

177 New Business-----None.

178

179 **ADJOURNMENT**

180 The President wished everyone a happy holiday.

181

182 President Fernández adjourned the meeting at 5:05 p.m.

183

184 Respectfully submitted:

185

186 Mary T. Rogan

**Senate Meeting – December 9, 2015**  
**Graduate Studies Proposed Report**

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments:

Department of Early Childhood and Childhood Education

- Change in admission requirements – adding GRE

Department of Middle and High School Education

- Change in admission requirements – adding GRE
- New course: ESC 773

Department of Counseling, Leadership, Literacy and Special Education

- Change in admission requirements – adding GRE (special education and school building leadership programs only)
- New degree program – 30-credit master of science in organizational leadership
- Change in admission, degree and graduation requirements – counselor education
- Addition of NYS Bilingual Education Assessment – bilingual school counseling extension
- Course changes: EDG 734 and EBS 760

Department of Social Work

- Course changes: SWK 707; 713; 714; 729; 745; and 774

Department of Economics and Business

- Admission changes: master of science in accounting and master of science in business (removal of GMAT requirement)

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed? Any abstentions?

Our next meeting is February 10, 2016, at 11 a.m. in Carman B33A.

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

PROPOSAL TO ESTABLISH A PROGRAM IN

***ORGANIZATIONAL LEADERSHIP***

LEADING TO THE

***MASTER OF SCIENCE DEGREE***

SPONSORED BY  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY,  
AND SPECIAL EDUCATION (CLLSE)**

*Approval: November 10, 2015*

APPROVED BY  
**LEHMAN COLLEGE FACULTY SENATE (DATE)**

*Approval:*

College Representative: Dr. Harriet Fayne (Dean, School of Education)

Contact Person:

Dr. Janet R. DeSimone (Coordinator and Faculty, Educational Leadership Programs)

718.960.4993 (phone)

janet.desimone@lehman.cuny.edu

Provost's Signature: \_\_\_\_\_

Provost's Name: \_\_\_\_\_



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## **ABSTRACT**

The purpose of the proposed 30-credit master of science in organizational leadership (MSOL) program at Lehman College is to prepare candidates to assume leadership positions within a variety of fields such as higher education, not-for-profit, governmental agencies and healthcare. The program will provide opportunities for high-quality, accessible, and affordable graduate leadership education for residents in the Bronx and surrounding areas. Currently, in the Bronx and the surrounding area, there is no public-sector institution that offers a graduate degree in organizational leadership. In addition, Lehman would be the only CUNY institution to offer this degree. The MSOL program will be housed in the Department of Counseling, Leadership, Literacy and Special Education (within the School of Education) and will be the third leadership program offered, joining Lehman's existing School Building Leader and School District Leader programs. The MSOL does not lead to any New York State certification.

## **PURPOSE AND GOALS**

### Purpose

The purpose of the proposed 30-credit master of science in organizational leadership (MSOL) program at Lehman College is to prepare students to assume leadership positions within a variety of fields such as higher education, not-for-profit, governmental agencies and healthcare. The program will provide opportunities for high-quality, accessible, and affordable graduate leadership education for residents in the Bronx and surrounding areas. Currently, in the Bronx and the surrounding area, there is no public-sector institution that offers a graduate degree in organizational leadership. In addition, Lehman would be the only CUNY institution to offer this degree.

The MSOL program will be housed in the Department of Counseling, Leadership, Literacy and Special Education (within the School of Education) and will be the third leadership program offered, joining Lehman's existing School Building Leader and School District Leader programs. The MSOL does not lead to any type of New York State certification.

The curriculum is designed to prepare students for positions of leadership (e.g., directors, supervisors, managers, etc.) in colleges/universities, non-profit organizations, governmental agencies, hospitals and other related fields.

The pedagogical content of the courses integrates practice with theory, and course objectives are aligned with the School of Education's *Lehman Urban Transformative Education* (LUTE) conceptual framework. Extensive field-based experiences will be a central component throughout this program. Students will be expected to develop their skills and capacities as leaders through both on-campus and work-based experiences with current leaders from multiple fields. The proposed courses will emphasize self assessment and reflection, critical thinking, decision making and problem solving. Students will be prepared to meet the program goals through interactive, team-based, transformational learning experiences.

### Program Goals

1. Recruit and retain candidates from groups historically underrepresented in organizational leadership;
2. Prepare candidates who emphasize collaboration and empowerment of staff and strive to create democratic and professional learning communities that continuously seek to improve and progress;
3. Prepare candidates who can create, articulate, implement, inspire, and communicate a vision for an organization;
4. Prepare candidates who can communicate and build effective partnerships;
5. Prepare candidates to harness human ingenuity, technology and environmental change to foster continuous learning and competitive advantage;
6. Enhance candidates' capacity for unleashing human potential and generating motivation;
7. Develop candidates who are informed consumers of leadership research and who rely on data-driven decision making to improve the function of an organization and to effectively allocate resources;
8. Develop candidates who are models of ethical and moral leadership, who embrace diversity, and who seek to build positive relationships based on trust, understanding, and mutual respect;
9. Develop candidates who are critical thinkers;
10. Develop candidates who understand issues associated with diversity (LUTE);
11. Develop candidates who have the ability and versatility to create optimal learning experiences staff (LUTE);
12. Develop candidates who demonstrate scholarship and service (LUTE).
13. Acquire tools for ongoing self-assessment and growth as a leader.

### Career Objectives

Develop the abilities of program graduates to:

- Qualify for leadership positions within institutions of higher education, non-profit and governmental agencies and healthcare organizations;
- Conduct action research and program evaluation within their organizations and make data-driven decisions to meet their goals and vision;
- Lead organizational reform and act as change agent for continuous improvement and better outcomes;
- Make a life-long commitment to grow intellectually, ethically, and professionally through critical and reflective practice, community service, and membership in professional affiliations (LUTE);
- Form collaborative relationships with partners and the community (LUTE);
- Seek out professional knowledge of current and innovative leadership and organizational theories and practices, including technological advances (LUTE).

### Faculty Expertise and Support

Within the Department of Counseling, Leadership, Literacy and Special Education there are many excellent and qualified full-time and adjunct faculty with degrees, skills and/or experience to teach in the MSOL program. In addition, there are many experienced and skilled individuals, across campus, who are suited and qualified to teach in the MSOL program, as well. Since the MSOL program is designed to give students a practical education in leading organizations, making sure

that actual leaders teach some MSOL classes is critical. This is where drawing from a pool of current organizational leaders will meet the needs of MSOL students.

Effect of the Programs on the College and the School of Education and Ways the Programs Complements Existing Lehman Programs

The proposed MSOL program is designed to complement the programs already offered by the college at the graduate and undergraduate levels. The program is different both in content and process from the School of Education's existing graduate programs, as well as from the other graduate programs currently offered at Lehman College. As such, it is not expected to encroach on the enrollment goals of the college's existing graduate programs. Instead, it will offer a new educational path to people who might not otherwise consider the School of Education as an option for graduate study.

In addition, the proposed program seamlessly complements Lehman's Adult Degree Program, whose students are adult professionals pursuing their degrees from wide variety of disciplines. The unique appeal of this program to these students and other adult learners within Lehman College community is due to the fact that it offers a graduate degree option that does not limit their skill sets to a specific discipline (Hughes & Panzo, 2015).

Relationship of the Programs to the Mission of the College

The proposed MSOL graduate program is supported by the mission statement of Lehman College, as it appears in the 2010-2020 Strategic Direction document. The mission states:

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs...numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region...foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman. (2)

The Lehman MSOL program is perfectly aligned with the mission of the college in that it seeks to accomplish the following:

- Provide students with the knowledge and skills that will enable them to be effective leaders in a variety of organizations.
- Provide organizations in the region with graduates who have developed their abilities to perform leadership functions effectively.
- Contribute to the accomplishment of the mission of Lehman College, which is to provide professional degree programs and afford opportunities to develop skills and competencies needed in the workplace.

Potential Quality of the Programs in Relation to Comparable Programs within CUNY and Outside the University

With its focus on leadership, its interdisciplinary approach and its team-based learning process, the proposed Lehman College MSOL program differs from existing graduate programs within CUNY, which address other needs. In fact, the program will be the first of its kind offered in the entire CUNY system.

Lehman's Master of Science in Business Program (and the master degree in business administration offered at CUNY's Baruch College and other regional colleges) provides knowledge of the functional disciplines of business (e.g. management, marketing, finance) and emphasizes quantitative, analytical techniques in order to accomplish its purpose of developing managers and specialists. Such programs are typically structured with a core of requirements in the functional disciplines, followed by a concentration in one of these disciplines. In contrast, the proposed program provides knowledge of leadership roles and emphasizes interpersonal skills in order to accomplish its purpose of developing leaders. In addition, Lehman's Master of Science in Business Program's track in human resource management prepares graduates to work only in human resource environments and does not prepare graduates to assume leadership positions in colleges/universities, non-profit and governmental agencies. The course work is completely different when compared to the proposed MSOL curriculum.

Other programs, which include masters in education, nursing, social work, counseling, journalism, computer science, engineering, chemistry, biology, and environmental science are also oriented towards specific careers. The existing MSOL programs in the region are offered at approximately twice the cost of the Lehman MSOL. Finally, the proposed program will fill a critical gap in the array of existing graduate programs within the CUNY system.

## **NEED AND JUSTIFICATION**

### Needs of the Community

In recent years, the changing needs of adult learners and the organizations that employ them have increased the pressures on institutions of higher education to rethink existing academic programs and create new ones. Educational institutions have responded with new offerings at both the undergraduate and graduate levels, but they have still not fully met the needs of adult learners and organizations for professional development programs (Stewart, 2011). In introducing a brand new program in Organizational Leadership, Lehman College's School of Education seeks to do its part in fulfilling the unmet professional development needs of both adult learners and the organizations that employ them.

### Needs of the Profession

Unlike most graduate programs, which by necessity tend to be oriented towards specific professions, the proposed graduate program in Organizational Leadership offers an intentionally interdisciplinary curriculum that will cater to the needs of a broad variety of professions. Designed on the premise that the leadership challenges of almost all professions tend to be universal, this program offers practical tools to its candidates, which can be immediately applicable in their respective places of work. Organizations need people who have the knowledge and flexibility to play a variety of roles. They need people who can communicate effectively regardless of the positions they hold in the organization. They need people who can manage across the ever-evolving diversity landscape in the 21<sup>st</sup> century. Above all, they need people at all levels of the organization who can motivate other people, align them in cooperative efforts and direct them toward organizational goals (Patel, 2014). Lehman College's MSOL program will radically impact the needs of not one, but several professions, through this experiential, interdisciplinary program. In the below chart are some examples of the transferable skills that graduates of this program gain:

**WHAT LEADERSHIP SKILLS DO YOU NEED MOST?**

These competencies were voted the most important for all management positions.



SOURCE ZENGER/FOLKMAN

HBR.ORG

Data obtained from studies conducted by the Bureau of Labor Statistics suggest that a need for highly educated workers to do professional and technical occupations has emerged. The data list careers in management, engineering, law, social service, education and a broad range of careers, as sources of jobs that require flexibility, social skills, abstract reasoning skills, and post graduate education. In fact, 90 percent of workers with graduate degrees held these kinds of jobs in 2013 compared with about 64 percent of college graduates without postgraduate education. As these jobs tend to be the highest paying, workers with graduate degrees appear to have a direct, competitive advantage over other college graduates when it comes to getting well-paid jobs (Soyers, 2015).

Candidates for the MSOL program tend to come from a broad range of career fields, and this is reflected in the results of our survey of prospective students. Most of the likely applicants to this program are mid-career (35-44 age group) professionals with an established career path, but desirous of an opportunity to grow within their organizations, or have intentions of transferring their leadership skills to another organization. While the range of salaries for graduates of this program is as broad as the diversity of career disciplines it serves, typical positions of graduates include: directors, managers, coordinators and supervisors in financial services; government; healthcare/hospital facilities; non-profit organizations; multi-national corporations; retail; telecommunications; transportation; labor unions; utility companies and academic institutions.

Because the salary rates for graduates of this program will vary according to industry, the ranges may reflect dramatic differences between a manager working at a non-profit organization and a manager working at a utility company. For example, the salary of Human Resources Managers ranges from \$47,893 to \$135,319 depending on the type of company he/she works for and the region of the country. A Human Resources Manager with performance management skills gained in an MSOL program will earn an 11% higher salary than the national average \$67,543 salary. A New York resident in the same position, with the same skills will earn an 18% higher salary than

the national average. Similarly, an administrative assistant at a telecommunications company may earn a significantly higher salary than his/her counterpart at a law enforcement agency. Administrative Assistants earn between \$23,564 and \$48,431 (national average is \$33,000). While the national average salary for an Operations Manager is \$60,439, the range can be as varied as \$35,488 to \$102,040. Data shows that an Operations Manager in New York City, with leadership skills, earns 9% higher than the national average. A Program Coordinator of a Non-Profit Organization in New York, with project management skills also gained from an MSOL, will earn approximately 12% more than \$38,191 - the national average for that position (PayScale, 2015).

#### Needs of the College

The proposed program is designed to take advantage of the college's strengths in the disciplines from which the knowledge content of the program is drawn (e.g., business administration, psychology, behavioral sciences and communication). To a great extent, it will utilize existing faculty, academic support services and physical resources of the college which are available for such a purpose.

The Bronx is home to several hospitals, non-profit organizations, industrial companies, city agencies and social service organizations. The majority of the applicants seeking an MSOL degree will be employees of these organizations and agencies. Therefore, the introduction of an MSOL program at Lehman College will advance the college's mission to contribute to the economic development of the region. In addition, the projected organic growth of the program as more students from these organizations enroll and graduate from it ensures that the impact of a Lehman College education in the region is sustained. To further advance the mission of the college, the proposed program can, in the foreseeable future, be offered onsite at a variety of organizations in the Bronx – thus solidifying the college's competitive advantage.

#### Needs of the School of Education

The transformative emphasis of the proposed program will find a natural home in the School of Education. The core values of Educating for Equity, Realizing Potential, Affirming Diversity and Empowering Learners are inherently embedded in the design and delivery of this program. The basic premise of the Lehman MSOL is that leadership is primarily a state of mind, and that anyone in the organization can lead from where they sit in the organization (Gaul, 2014). As a result, this program will appeal to individuals who are not just focused on leadership in an educational environment, which means the introduction of this program will substantially increase the enrollment goals of the School of Education because it will attract candidates from a wider variety of disciplines and industries than are currently served by the School. The duration and cost of the program differentiate it from any similar program in the region.

Nationally, organizational leadership programs are housed in a variety of schools and/or departments within colleges/universities. While in some colleges/universities, an organizational leadership program is included with their business programs, other schools choose to house this program in various other areas ( e.g., professional studies, adult learning, psychology and human development, to name a few). There are numerous colleges/universities (Vanderbilt University, University of Charleston, Eastern University, Concordia/University of Chicago, Rider University, Geneva College, to name a few) where the school of education (or a department of educational

leadership, leadership development, leadership studies, etc.) offers an organizational leadership program.

#### Organizational Leadership Graduate Programs at Other Institutions in the Metropolitan Area

Currently, in the Bronx, there is no public-sector institution that offers a MSOL program. In the private sector, Nyack/New York's Christian College offers a 30-credit master's degree program in organizational leadership, with what appears to be an emphasis on spiritual leadership. Manhattanville College offers master's degree in human resource management (approximately 33 credits) and in business /leadership (39 credits), but neither degree prepares students for more general leadership positions outside of business and human resources. The same can be said for Fordham University, only offering a master's degree in non-profit leadership, which, again, is limiting in employment opportunities for graduates of such a program. Although Mercy College does offer a 36-credit master's degree in organizational leadership, the cost of their program would far exceed the cost of Lehman's proposed MSOL program. Further, some online colleges such as Walden and Capella do offer graduate degrees in leadership, and while perhaps convenient, their tuition costs also are higher. (Given that the proposed program is designed to provide access to strong leadership development to residents of the Bronx and surrounding areas, for now, a fully online format would not be needed.) A degree from a private institution, within the Bronx, can cost as much as \$35,000-\$50,000 for a minimum 30-credit graduate program. The affordable cost of graduate-level tuition at Lehman will provide greater access to a larger population of students. A lower tuition rate will make it easier for individuals to afford to pursue a graduate degree in educational leadership at the College.

#### Organizational Leadership Graduate Programs at Other CUNY Institutions

Currently, the School of Professional Studies offers three undergraduate certificates in leadership, organizational studies and management. This would not cause any conflict with Lehman's proposed MSOL program. Further, they offer a graduate certificate in general management, which is comprised of only three courses and does not offer the breadth and depth that the proposed MSOL curriculum offers. The School of Professional studies also offers a 30-credit master's degree in business management and leadership, but this program is geared more towards financial management and does not appeal to those who are seeking leadership positions in non-profit organizations, higher education institutions, medical organizations, etc. Lastly, the College of Staten Island and Baruch College offer master's degrees in business management and business administration, respectively, which, again, are geared towards those seeking positions in the corporate, financial world only.

## **STUDENTS**

### Evidence of Student Interest and Sources of Potential Students

Evidence of need for the proposed program was obtained by conducting a market survey. A survey of potential students, from a variety of Lehman undergraduate majors (e.g., journalism, sociology, business administration, health services administration, biology, accounting, food and nutrition, etc.), indicated a strong demand for the proposed program (see Appendix I for survey and results). Of the 163 respondents, 88.3 percent said they probably would or definitely would attend graduate school, and 78.3 percent said they believed that they need a higher degree to achieve their career goals. After reading the description of the proposed program, 75.1 percent said they probably would or definitely would enroll in such a program, with 24.2 percent of respondents saying they



definitely would. The survey results indicated that demand for the proposed program exists across genders, age groups, and racial/ethnic groups.

Student Admission and Anticipated Attrition Rate

Students will be admitted only during the fall semester. We intend to admit a class of 28 students each fall semester. These five-year enrollment numbers are designed to be conservative so as to allow the program adequate time to grow. Once we begin to actively recruit students, as well as begin outreach to organizations for targeted, onsite cohorts (with the hire of the Instructor-level position in year two), we anticipate this number will increase.

The Admission Committee may decide to waitlist those students who show great potential to be in such a program but have ranked just below the admitted students. Accepted students will be given a specific registration deadline date. Accepted students who have not registered by this date will surrender their spots within the program, and we will begin enrolling students from the waitlist.

We anticipate that all MSOL students will be employed full-time and will be attending graduate school on a part-time basis. These students will be able to complete the MSOL degree in approximately one year (12 months).

Projected Five-Year Enrollment

Table 1: Projected Five-Year Enrollment for MSOL+

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Fall New	28	28	28	28	28
Fall Continuing	--	--	--	--	--
Fall Total	28	28	28	28	28
Winter New	--	--	--	--	--
Winter Continuing	25	25	25	25	25
Spring New	--	--	--	--	--
Spring Continuing	24	24	24	24	24
Summer New	--	--	--	--	--
Summer Continuing	*23	*23	*23	*23	*23

+ The percentage of attrition is estimated based on an informal survey of other four-year institutions currently offering similar programs, as well as data from Lehman's existing K-12 leadership programs. The attrition rates from the research and data ranged from six to 13 percent, with the larger attrition rates usually occurring after the first semester. Based on the research and data, an average attrition rate of 10 percent was used in the above estimations for the first-semester numbers, and then a five percent attrition rate was used in subsequent semesters.

\*These students will graduate in September

Admission Requirements for the MSOL program:

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. A minimum of two years of work experience;
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 the reasons why the applicant wants to pursue the MSOL program at Lehman and his/her future plans; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

Applications for matriculation are due by April 1 (for the fall semester). At first, students will only be admitted every fall semester; no students will be accepted for entrance during the spring or summer semesters. Once we have offered the program for a few years, we will revisit the admission periods. A limited number of non-matriculated students may be accepted, contingent on these students meeting the admission requirements. For the most part, the program will be comprised of matriculated students only.

Once accepted into the program, students will be required to meet with a MSOL program advisor prior to registering each semester. This ensures that each student will receive individualized academic advisement each semester. All students must also maintain an overall 3.0 (B) grade point average to continue in the program. In accordance with Lehman College policy, there will be a five-year limit for students to complete the program.

Students will be admitted in a cohort and take two classes per semester. The cohort model creates a rich academic environment that emphasizes peer learning, collaboration, and team building. Cohort models allow students to form valuable professional relationships by creating a network of support that can be useful as students make the transition from the classroom to their careers as educational leaders. Classes will generally be offered one day per week, in adjacent time slots. Such scheduling will accommodate the mostly full-time employed population of students that we anticipate.

#### Recruitment and Retention of Candidates From Historically Underrepresented Groups

Lehman College is committed to the recruitment and retention of candidates from groups historically underrepresented in organizational leadership by:

- Conducting graduate classes that foster collaboration between the faculty and candidates and acknowledges the needs of adult learners from diverse backgrounds;
- Exposing candidates to classroom and field-based organizational experiences that involve successful leaders, managers, directors, etc., of varied racial and ethnic background; and

- Modeling respect and inclusivity in faculty instruction and in the evaluation of academic achievement.

#### Selection Process

The Admissions Committee will consist of the Program Coordinator and full-time faculty members from Lehman's Educational Leadership/MSOL Programs. Applications will be evaluated on the following:

1. academic history;
2. work experience;
3. quality of essay, including depth of self-awareness and self-reflection;
4. interview evaluation; and
5. letters of recommendation.

#### Arrangements for Advising and Counseling Students

Once accepted, students will be required to meet with a MSOL program advisor prior to registering each semester. This ensures that each student will receive individualized academic advisement each semester and their development of leadership skills will be monitored. Advisors will guide students through their course of study, carefully noting and discussing issues related to each student's academic performance.

In addition, all MSOL program faculty will meet, both formally and informally, to discuss students' progress through the program, identify problems, respond to concerns, and work as a team to optimize students' learning and performance.

#### Provisions for Career Counseling and Job Placement Services

The Career Services Center (CSC) at Lehman College assists its students in meeting the challenges of the workplace in the new millennium by integrating the areas of career development, job opportunities, internships, and technology into their academic experience. Lehman students are able to take advantage of the wealth of information offered by the CSC and their career library. Individuals have the opportunity to discuss in detail and/or attend workshops in career planning issues, resumes and cover letters, job search strategies, as well as any other career-related topics. In addition, students can practice and evaluate their interviewing skills by participating in mock interviews. These interviews will be videotaped, and then students will receive feedback from CSC staff on ways in which they can improve their interview skills. Most importantly, the educational leadership faculty and the School of Education staff are quite active and involved in the job placement of our graduate students. Currently, job openings are shared throughout the School of Education, and often graduates are placed in jobs through the internal network. To assist with placement of MSOL graduates, program faculty will work collaboratively with appropriate departments/offices/programs (business, student affairs, counseling, health sciences, etc.) across the campus to find out about potential leadership positions that may be a good fit for MSOL graduates.

#### Special Support Services that Will Encourage Timely Completion of the Programs

Support services available through Lehman, including tutoring, counseling, health care, and support services for students with disabilities, will be utilized as deemed appropriate by faculty, school staff, and students. Further, the Office of Graduate Studies monitors matriculation and academic performance of all graduate students. Lehman College already has graduate advisors and a graduate admissions department.

#### Policy Requiring Prior Learning

As per Lehman's current policy, all credit to be applied toward Lehman master's degrees (or certificate programs) is subject to the approval of the department chair, program coordinator, and/or graduate adviser of the student's particular academic program. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated. Grades of B or better in courses taken outside of Lehman are required in order for courses to be eligible for transfer.

With appropriate permission, matriculated graduate students may apply as transfer credit toward their master's programs a total of 12 credits of graduate courses completed prior to matriculation in their current degree or certificate program at Lehman.

Within the total 12 credits may be included:

- Courses applied toward a previously awarded graduate degree at Lehman or elsewhere (maximum six credits):
- Courses taken at Lehman in a non-matriculated status; and
- Courses taken at other colleges where no degree has been awarded.

Transfer credits are subject to the following limitations:

- Courses taken five years or more prior to matriculation at Lehman are not considered for transfer.
- Only six credits counted toward a previously awarded graduate degree can be applied to a graduate program at Lehman.
- Graduate courses previously applied toward an undergraduate degree are not acceptable toward Lehman graduate programs.
- Where students have taken more than 12 credits prior to matriculation, courses taken at Lehman will be given priority in counting toward the maximum 12 credits transferable, provided they meet Lehman's requirements.
- Graduate courses taken at any non-CUNY institution after matriculation into a graduate program at Lehman are included in the 12-credit maximum allowable and must receive prior approval from the MSOL Program Coordinator and the Office of Graduate Studies. Theses, leadership experiences, and other culminating program requirements are not considered for transfer to Lehman's graduate programs.

To ensure that any courses approved for transfer into the proposed MSOL program are appropriate and have fulfilled the necessary content requirements, students will be required to submit catalogue course descriptions, as well as course syllabi for all requested course transfers. The MSOL program coordinator will carefully review each request before approval is granted.

#### Applying MSOL Program Credits

Given that there are a limited number of schools in the New York City-area that offer doctoral degrees in organizational leadership, urban leadership, higher education leadership, etc., students should be able to transfer a certain amount of the credits they have completed in Lehman's MSOL Program towards a program at a doctoral degree-granting institution.

## **CURRICULUM**

### Rationale

The curriculum (30 credits) is designed to prepare students for positions of leadership in a variety of organizations (e.g., higher education, non profit, government, healthcare). The proposed curriculum is intended to give students a strong and diverse background in leadership skills. Throughout most courses, students will be required to complete 10-15 hours of fieldwork in their specific organizations, which will allow students to apply the leadership course material to their actual work settings. In addition, students will work with faculty mentors to study an actual problem that exists in their organization, arrive at an action plan for improving the problem/issue and submit a written thesis of their project. This project will be a bridge between theory and practice and will be highly applicable to their current jobs.

Since MSOL program students will be working full time, the program's schedule will complement their work schedules. MSOL classes will be offered back-to-back, in adjacent time slots, once per week and will combine face-to-face instruction with some online instruction.

Most MSOL courses will require students to complete fieldwork hours where they are involved in leadership tasks/activities in their jobs. This fieldwork requirement gives students yet another chance to apply the skills and knowledge they are learning in their classes. While most of the fieldwork hours will be completed at students' jobs, if a student wishes to "visit" another type of organization and get exposed to a different structure, MSOL faculty will be able to assist with placing the student, given the strong established relationships Lehman has built with partner colleges/universities, non-profits, corporations and medical organizations.

Lastly, the MSOL curriculum requires that students complete a project-based thesis before graduating from the program. Students will be supported through this process, from the first semester they enroll throughout the final semester, through both group seminars and individual conferences. The MSOL thesis project will demonstrate a comprehensive assessment of students' achievement by providing the challenge of applying much of the knowledge, skills and dispositions acquired throughout their coursework. Students will work with their seminar instructors to choose an appropriate problem to research and propose a solution, based on their authentic work setting. Historically, Lehman's EDL faculty have expertise in mentoring and supporting graduate students through project-based capstone projects, given that Lehman's current K-12 leadership program requires that students complete a project-based *Educational Improvement Plan* in the schools where they work. EDL faculty currently work with their K-12 leadership students from topic inception to the concluding assessment plan.

The following is a listing by semester of the courses which comprise the MSOL program, which can be completed in one year (12 months). (Please see Appendices A and B for new course proposals and outlines.)

Course Titles and Credit Requirements (all of these courses are new)

**Semester I (fall): (9 credits)**

EDL 801: Holistic Leadership (4 hrs., 4 crs.)

EDL 802: Ethical Leadership (4 hrs., 4 crs.)

EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.)

**Semester II (winter): (3 credits)**

EDL 803: Communication and Teamwork (3 hrs., 3 crs.)

**Semester III (spring): (9 credits)**

EDL 804: Leading for Strategic Change (4 hrs., 4 crs.)

EDL 805: Program Development and Evaluation (4 hrs., 4 crs.)

EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.)

**Semester IV (summer): (9 credits)**

EDL 806: Managing Human Capital (4 hrs., 4 crs.)

EDL 807: Leveraging Human Capital (4 hrs., 4 crs.)

EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)

*Note: 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.*

**COST ASSESSMENT**

**FACULTY**

Currently, Lehman College has two full-time faculty members in educational leadership. In addition, there are six individuals in the Department of Counseling, Leadership, Literacy and Special Education (CLLSE), where the educational leadership (EDL) programs are housed. Within both this department and throughout Lehman in general, there are many excellent and qualified full-time and adjunct faculty and staff who are capable of teaching the leadership courses proposed in this document based on their academic background and/or professional experience.

Reassigned time for program coordination will be provided to an educational leadership faculty member to coordinate the MSOL program. Aside from the part-time faculty hired in the first year of the MSOL, full-time EDL and CLLSE faculty will be able to staff the MSOL program for the first year. The beginning of the second year of the MSOL program is when a new full-time faculty will be hired in order to continue to staff the program without impact on existing CLLSE and/or EDL programs. Since the program is based on a cohort model, only one section of each course will be needed, as long as the initial enrollment does not exceed the projected 28 student enrollment.

Table 3 is a chart listing potential full-time and part-time Department and/or School/campus faculty and staff, who are qualified to teach specific courses within the MSOL programs:

Table 3: Faculty to Teach MSOL Courses

Course Title	Proposed Faculty For Course(s) and	Certificates/Licenses; Highest Degree Earned; and Other Relevant Experience
EDL 801: Holistic Leadership (4 hrs., 4 crs.)	Dr. Laura Roberts, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	<p><b>Certificates/Licenses:</b> Licensed Psychologist</p> <p><b>Highest Degree:</b> PhD, Counseling Psychology/Counselor Education, University of Connecticut</p> <p><b>Relevant Experience:</b> Professional Development Trainer: <i>Using Cognitive/Dialectical Behavior Therapy</i></p> <p>Completed training in the following areas: <i>Dialectical Behavior Therapy Skills Training; DBT Chain Analysis Training and DBT Validation Principles and Strategies; Happiness: How Positive Psychology Changes our Lives</i></p> <p>Instructor, Human Development in Counseling, Counseling Theories and Techniques</p>
EDL 804: Leading for Strategic Change (4 hrs., 4 crs.) EDL 805: Program Development and Evaluation (4 hrs., 4 crs.) EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)	Dr. Janet R. DeSimone, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	<p><b>Certificates/Licenses:</b> Certificate in Educational Administration, Graduate School of Education Harvard University</p> <p>New York State School District Administrator, Permanent</p> <p>New York State School Administrator and Supervisor, Provisional</p> <p>New York State Public High School English, Permanent, 7-12</p> <p><b>Highest Degree:</b> Ed.D., Educational Leadership (higher education concentration), St. John's University</p>

		<p><b>Relevant Experience:</b>  Chair, Finance/Development Strategic Planning Committee, Vaughn College</p> <p>Director of Development/Grants Writer, Vaughn College</p> <p>Assistant Vice President, Academic Affairs, Vaughn College</p> <p>Instructor, Research and Evaluation Course, School of Public Affairs Baruch College</p>
<p>EDL 803: Communication and Teamwork (3 hrs., 3 crs.)  EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.)  EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.)</p>	<p>Dr. Rosa Rivera-McCutchen, Assistant Professor  Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</p>	<p><b>Certificates/Licenses:</b>  New York State Certification, Social Studies (Grades 7-12), Permanent</p> <p><b>Highest Degree:</b>  PhD. , Teaching and Learning, Steinhardt School of Education, New York University</p> <p><b>Relevant Experience:</b>  Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC.</p> <p>Instructor – EDL 708: Research, Assessment, and Data-Driven Decision Making, Lehman College</p> <p>Data Instructor, Scaffolded Apprentice Model Leadership Program, Baruch College</p> <p>Research Assistant/Program Evaluator – NYU Center for Research on Teaching &amp; Learning</p>
<p>EDL 802: Ethical Leadership (4 hrs., 4 crs.)</p>	<p>Dr. Peter Kaufman, Associate Adjunct Professor, Department of Counseling, Leadership, Literacy and Special</p>	<p><b>Certificates/Licenses:</b>  New York State School Administrator and Supervisor, Permanent</p>



	<p>Education (currently part time at Lehman)</p>	<p>New York State School District Administrator, Permanent</p> <p><b>Highest Degree:</b> Ed.D. , Administration, Policy, and Urban Education, Fordham University</p> <p><b>Relevant Experience:</b> Mediator for conflicts with vocational education budgeting and allocations</p> <p>Studied extensively with Robert Starratt (one of the leading thinkers on ethics)</p> <p>Instructor – EDL 701: Ethics in School Leadership</p> <p>Director of Education, Adelphi University</p> <p>Director, Career and Technical Education, NYC Department of Education</p> <p>Deputy Director, Office of School-to- Career, NYC Department of Education</p>
<p>EDL 807: Leveraging Human Capital (4 hrs., 4 crs.)</p>	<p>Richard Finger (anticipated adjunct in the MSOL program)</p>	<p><b>Highest Degree:</b> MBA, Trident University (Advanced Managerial Theory)</p> <p>MS, Organizational Behavior, Polytechnic University (NYU School of Engineering)</p> <p><b>Relevant Experience:</b> CEO/Founder, MyNewPassion.com (Career Development and Contract Recruiting Consulting Company)</p> <p>Spherion Corporation: Goldman Sachs and Co. – Global Vendor Management Consultant WorldCom Wireless – Northeast Regional Human Resources Consultant</p>

		<p>AON Consulting: Verizon Corporation – Regional Project Management – Pre-employment testing and screening.</p> <p>Part-time Instructor: Mercy College (programs in organizational leadership, organizational management) -Coursework includes <i>Human Resources Management</i> Developed curriculum for courses: <i>Work, People, and Productivity</i> and <i>Organizational Behavior</i></p> <p>Part-time Instructor: Lehman College -Coursework includes <i>Human Resources Management</i> and <i>Strategic Management</i></p> <p>2013 InternBridge, Inc. 2013 Career Services Online Conference Presentation – “Forging Ahead Without Leaving Students Behind – Career Pathways for Career Development Professionals”</p> <p>2012 National Academic Advising Association (NACADA) Region 1 Conference – “Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising”</p> <p>2012 Intern Bridge, Inc. 2012 Career Services Online Conference Presentation – “The Resume Revisited: Rediscovering Holistic Resume Writing Techniques.”</p>
<p>EDL 806: Finance and Managing Resources (4 hrs., 4 crs.)</p>	<p>Benjamin A. Manyindo (anticipated adjunct in the MSOL program)</p>	<p><b>Certificates/Licenses:</b> Professional Program Development and Grant Communication</p>

		<p><b>Highest Degree:</b> M.S., Organizational Leadership, Mercy College</p> <p><b>Relevant Experience:</b> Assistant Professor and Director, Organizational Management and Leadership Programs, Mercy College</p> <p>Vice President of Academic Affairs (short-term consulting assignment), Professional Business College Director, International Affairs, Ronald H. Brown Foundation</p>
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Further, other academic and campus departments/offices (business, campus life/student affairs, continuing education, etc.) throughout Lehman College have established strong relationships with non-profits, corporations and medical organizations. The MSOL program has access to a large pool of highly qualified individuals who have been working as leaders in all sorts of settings. The purpose of the MSOL program is to have students learning from current practitioners (running organizations, managing staff, etc.). Therefore, part-time faculty will complement the learning and greatly contribute to the overall goals of the MSOL program.

**FACILITIES AND EQUIPMENT**

There are no special facilities or equipment needed to support the proposed MSOL program. Currently, Lehman has a well-established and innovative information technology center, which provides access to computing and related technologies in support of the College's instructional, research, and administrative activities. The facility houses eight microcomputer classrooms, an additional classroom with high-end graphics workstations, the open Academic Center area with over 100 microcomputers, printing facilities, a help desk, a small auditorium, and a faculty development lab. The entire facility is networked on a high-speed backbone providing access to the Internet and campus network services, including electronic mail, the World Wide Web, and remote library and specialized departmental resources. The facility also supports two-way interactive video distribution. Dial-up access from off-campus is available for many of these resources, either directly to the campus communications server, or through the Web. Further, Lehman College's facilities for video conferencing and distance learning are expanding. They include multimedia computer-equipped classrooms; a distance learning satellite broadcast and reception studio/classroom under the auspices of HETS (the Hispanic Educational Telecommunications System, of which Lehman College is a founding member); a high-speed video distance learning classroom connected to EdNet (part of New York City's institutional network) and the three public high schools adjacent to Lehman; and a distance-learning classroom with smart whiteboard presentation and video conferencing capabilities (created under the University's Media Distribution System). Lehman's role as the central hub of the Bronx Information Network (BIN) also affords Lehman students an opportunity to take advantage of the resources of other educational, medical and artistic institutions in the Bronx. All rooms are

accessible for persons with disabilities, and specialized software for visually impaired persons is provided.

### **LIBRARY AND INSTRUCTIONAL MATERIALS**

The Lehman College library is housed in a modern, four-story building, with an online catalog and circulation system and access to over 200 networked electronic periodical indexes and full text databases. More than 125 state-of-the-art computer workstations are available for student use with full Internet access, as well as iPads, laptops, and eReaders, that are available for loan at the circulation desk. The Graduate Research Room is reserved exclusively for graduate students, while the Access and Technology Center provides assistive technology for students with special needs. The library's home page ([www.lehman.edu/provost/library](http://www.lehman.edu/provost/library)) provides links to the CUNY+ online library catalog, licensed electronic resources, and websites of interest to researchers.

The open stacks book collection of over 682,848 volumes is supplemented by 652,700 microforms (including Education Resources Information Center documents) and over 12,000 electronic journals and over 27,000 electronic books. Lehman's library is also a designated depository for state and federal government documents. The collection is developed to support class work on undergraduate and graduate levels. Interlibrary loan and electronic document delivery are available to further support research by graduate students and faculty. Books are loaned to and from all over the United States. If another CUNY institution has the requested article or book, students are able to get the necessary material within one week, if not sooner.

In addition to general and specialized non-circulating reference collections, the library has a well-used reserve collection that includes current textbooks. Specialized service areas include a periodicals room, well-equipped laboratory classrooms, and the Bronx History archives. Reference librarians and student tutors are available to assist students during library hours. Librarians offer, by appointment and on a drop-in basis, class orientations and bibliographic instruction covering the most important research tools in all areas of the curriculum. Students may register for free workshops in a variety of computer applications.

Additionally, several librarians on staff specialize in the fields of Education, Business, Health, Human Services and Science, and are available to support faculty and students in individual and group consultations.

### **BUDGET TABLES**

(Please also see Appendices F and G for additional budget charts.)

The projected revenues (please see Table 4 below) are based on an assumed two percent tuition increase each year, calculated using the current 2015-2016 Lehman College graduate tuition costs, which is \$425 per credit. We expect that the MSOL graduate program will be self-sustaining within its first year, and given the anticipated student enrollment, could adequately fund an additional faculty member at the instructor rank in its second year. (Please see Table 5 - page 21, which details the projected expenditures.) This position will assume teaching responsibilities in the MSOL program, which will reduce the adjunct program expense. In addition, the new hire will be given reassigned time for program-related recruitment activities (community outreach to generate onsite cohorts, etc.).

**Table 4: Projected Revenues for the MSOL Graduate Program**

<b>First Year</b>		
Fall 2016	28 students @ \$434 for 9 credits	\$109,368
Winter 2017	25 students @ \$434 for 3 credits	\$32,550
Spring 2017	24 students @ \$434 for 9 credits	\$93,744
Summer 2017	23 students @ \$434 for 9 credits	\$89,838
<b>Total 2016-2017</b>		<b>\$325,500</b>
<b>Second Year</b>		
Fall 2017	28 students @ \$443 for 9 credits	\$111,636
Winter 2018	25 students @ \$443 for 3 credits	\$33,225
Spring 2018	24 students @ \$443 for 9 credits	\$95,688
Summer 2018	23 students @ \$443 for 9 credits	\$91,701
<b>Total 2017-2018</b>		<b>\$332,250</b>
<b>Third Year</b>		
Fall 2018	28 students @ \$452 for 9 credits	\$113,904
Winter 2019	25 students @ \$452 for 3 credits	\$33,900
Spring 2019	24 students @ \$452 for 9 credits	\$97,632
Summer 2019	23 students @ \$452 for 9 credits	\$93,564
<b>Total 2018-2019</b>		<b>\$339,000</b>
<b>Fourth Year</b>		
Fall 2019	28 students @ \$461 for 9 credits	\$116,172
Winter 2020	25 students @ \$461 for 3 credits	\$34,575
Spring 2020	24 students @ \$461 for 9 credits	\$99,576
Summer 2020	23 students @ \$461 for 9 credits	\$95,427
<b>Total 2019-2020</b>		<b>\$345,750</b>
<b>Fifth Year</b>		
Fall 2020	28 students @ \$470 for 9 credits	\$118,440
Winter 2021	25 students @ \$470 for 3 credits	\$35,250
Spring 2021	24 students @ \$470 for 9 credits	\$101,520
Summer 2021	23 students @ \$470 for 9 credits	\$97,290
<b>Total 2020-2021</b>		<b>\$352,500</b>

**Table 5: Projected Expenditures for the MSOL Graduate Program**

(Please see notes at the end of the table.)

<b>First Year</b> (fall, winter, spring and summer semesters)	
<b>PERSONNEL</b>	
Adjunct Faculty	*\$26,848 (includes four instructor-level adjuncts @ \$2918 per course – \$11,672) (includes three assistant professor-level adjuncts @ \$3309 per course - \$9,927)
Non-instructional Adjunct - Level I (consulting services)	\$9673 (\$38.91 per hour plus 24.3% fringe benefits for a total of 200 hours)

Reassigned time/program coordination (three credits) (associate professor mid-range salary; 43% fringe benefits) (based on Lehman formula - Provost's office)	\$18,406
<b>TOTAL PERSONNEL</b>	<b>\$54,927</b>
NON-SALARY COSTS	
Advertising	\$3,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$3,000</b>
<b><i>YEAR ONE: TOTAL EXPENDITURES</i></b>	<b><i>\$57,927</i></b>
<hr/>	
<b>Second Year</b> (fall, winter, spring and summer semesters)	
PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time)	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
NON-SALARY COSTS	
Advertising	\$5,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$5,000</b>
<b><i>YEAR TWO: TOTAL EXPENDITURES</i></b>	<b><i>\$106,917</i></b>
<hr/>	
<b>Third Year</b> (fall, winter, spring and summer semesters)	
PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time )	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
NON-SALARY COSTS	
Advertising	\$5,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$5,000</b>
<b><i>YEAR THREE: TOTAL EXPENDITURES</i></b>	<b><i>\$106,917</i></b>
<hr/>	
<b>Fourth Year</b> (fall, spring, and summer semesters)	

PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time )	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
NON-SALARY COSTS	
Advertising	\$3,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$3,000</b>
<b><i>YEAR FOURTH: TOTAL EXPENDITURES</i></b>	
<b><i>\$104,917</i></b>	
<hr/>	
<b>Fifth Year</b> (fall, spring, and summer semesters)	
PERSONNEL	
Adjunct Faculty	*\$15,480
(includes two instructor-level adjuncts @ \$2918 per course - \$5,836)	
(includes two assistant professor-level adjuncts @ \$3309 per course - \$6,618)	
Instructor (new full-time faculty hire)	**\$86,437
(total 27 hours teaching and coordination time )	
<b>TOTAL PERSONNEL</b>	<b>\$101,917</b>
NON-SALARY COSTS	
Advertising	\$2,000
<b>TOTAL NON-SALARY COSTS</b>	<b>\$2,000</b>
<b><i>YEAR FIVE: TOTAL EXPENDITURES</i></b>	
<b><i>\$103,917</i></b>	

\*Part-time salary figures also include fringe (24.3%) benefits.

\*\*Full-time salary figure (\$61,043) also includes fringe (41.6% - as per CUNY guidelines) benefits.

### EVALUATION

#### **INTERNAL EVALUATION AND OUTCOMES ASSESSMENT**

Currently, the School of Education has a rigorous system, which includes both formative and summative methods, for assessing and monitoring program outcomes. The proposed MSOL program will become another component in the School's ongoing assessment plan. An effective outcomes assessment plan requires implementation of an organized and systematic evaluation, which includes valid, reliable, and varied data sources, analysis methods, and a strong link between data results and continuous improvement. Effective use of assessment data results in changes at the unit, program and/or course level. It is critical to ensure that there is a feedback loop

that allows the relevant stakeholders to understand the specific improvements that have resulted from the assessment.

The following are the evaluation strategies that will be used to assess the proposed MSOL program:

#### Student Satisfaction

All students enrolled in the MSOL program will be afforded the opportunity to complete a course/instructor assessment each semester. Every spring, they also will be asked to complete a LUTE survey, which all current School students are given, where the following is assessed: their knowledge of the LUTE conceptual framework; the level to which the conceptual framework is incorporated into their current courses and degree or certificate program; and their overall satisfaction with their degree or certificate programs. The LUTE survey also asks students for suggestions and feedback on ways in which their programs can be improved. Survey data are shared with the School's administration, as well as the respective department chairs, who in turn discuss it during department faculty meetings. In some cases, education programs have been altered to reflect the suggestions shared on the LUTE survey.

#### Student Outcomes

Ensuring that students of the programs are mastering the required content and standards is a critical component in the measurement of whether or not a program is effective. The following tools will be used to assess student outcomes: individual course-based evaluation methods (e.g., projects, examinations, presentations, etc.); grade point averages; and culminating thesis project.

#### *Course-based Evaluations*

Faculty will be presented with the objectives students are expected to achieve in the respective classes. Faculty will be responsible for assessing that students have, indeed, met the course requirements and are proficient in the objectives stated in the course syllabus. Initially, program faculty will meet to review the objectives for each course and discuss specific evaluation methods for assessing mastery of required knowledge, skills and dispositions. Faculty will continue to meet each semester to review the effectiveness of the specific course-based evaluation methods and to refine, if needed, these methods based on feedback from the course/instructor assessments.

Currently, the educational leadership programs use TaskStream as their assessment system, which allows the leadership faculty to maintain student assessment data on specific assignments; track student achievement of course objectives and national standards; and house various other types of data (e.g., graduate, ePortfolio, etc.). The MSOL program also will make use of TaskStream.

#### *Grade Point Average*

All students enrolled in the MSOL program will be required to maintain an overall 3.0 (B) grade point average (GPA) to continue in the program. Program advisors will be responsible for tracking their advisees and intervening with those program students who are in danger of falling below the minimum grade point average requirement. Advisors will refer low performing students to the appropriate graduate academic support interventions.



### *Culminating Thesis Project*

Program students must complete and receive a B or higher grade on this capstone requirement for graduation. The thesis project provides a comprehensive assessment of students' achievement by providing the challenge of applying much of the knowledge, skills and dispositions acquired throughout their coursework. Students will work with their seminar instructor to choose an appropriate problem to research and propose a solution, based on their authentic work setting.

### Program Graduates

Within six months of graduating, MSOL students will be asked to complete an exit survey. The purpose of this survey is to get student feedback on the overall program, from the submission of the admission application to the filing for graduation. Student suggestions for improving the academic, social, and experienced-based components of the program will be solicited. Collected information and feedback will be shared with the relevant offices (e.g., graduate admissions, academic support, academic departments, etc.) for the purpose of continuous program and operations improvement.

### Placement of Graduates and Assessment of Graduates' Ability and Skills to Perform the Job

The School will maintain a data base of each graduate and pertinent information such as graduation year, grade point average at time of graduation, contact information, employment information, etc. Alumni surveys will be distributed, periodically, to seek feedback from program alumni and to update employment information.

### Faculty Performance

Faculty will be evaluated according to a three-tier process that includes: 1) an annual administrative evaluation by the department chair of the individual's scholarly activities and overall contributions to the department, the school, and the college; 2) peer evaluation of teaching; and 3) student course and teaching evaluations.

### *Administrative Evaluation*

Every year, faculty members are expected to submit an updated curriculum vita that lists any scholarly endeavors (e.g., publications, presentations, acquired grants, etc.) that they have completed since the beginning of the academic year. Further, untenured faculty members are expected to submit upcoming plans for new research that they are expected to commence for the following academic year. During their annual review, faculty members discuss both their past scholarly accomplishments, as well as their future research plans with their department chair. Scholarly endeavors are extremely significant for the untenured faculty. Part of the chair's role in the annual evaluation is to support the untenured faculty in their quest to conduct innovative research that informs their practice as leader-, teacher-, and counselor-educators. Further, the chair evaluates the faculty member on three levels of service: college-wide service, school-wide service, and department-wide service. If there are gaps missing in one of these levels, the chair makes recommendations for specific committee work and/or projects that the faculty member should explore.

### *Peer Evaluation*

Each semester, untenured full-time and all part-time faculty members undergo a peer observation process. This process includes a pre-planning meeting between the faculty members and the peer observer and involves a discussion of the classroom lesson to be observed, as well as any

challenges, issues, or questions, the faculty may be facing and on which she/he is seeking feedback. The pre-planning meeting allows the faculty member a voice in guiding the actual observation, and the observation becomes a collaborative process and cohesive dialogue between two instructional colleagues. After the observation occurs, the faculty members meet for a post-observation meeting, where the class lesson is carefully and systematically analyzed. Strengths, weaknesses, existing opportunities, and follow-up suggestions are thoroughly discussed at this time.

#### *Course and Instructor Evaluation*

Students are given the opportunity to evaluate their courses and instructors (regardless of tenure status) every semester. Once the data is analyzed, results are given to the dean, department chair, and faculty member. Faculty strengths and weaknesses, as well as suggestions for improvement, are discussed between the department chair and faculty member during the annual evaluation meeting. Appropriate professional development plans are created based on the data from the instructor evaluation surveys. Individual faculty data are comprised for each of the eight items of evaluation, with the overall department mean, enabling faculty to determine whether their student ratings are above the mean, at the mean, or below the mean.

#### **EXTERNAL EVALUATION**

(Please see Appendix J for the full CV of the below external reviewer, the completed program review and our response to the review.)

Dr. Corey Seemiller

Assistant Professor, Leadership Studies in Education and Organizations  
Wright State University, Dayton, Ohio

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**APPENDIX A**

***NEW COURSE PROPOSALS***

***MASTER'S DEGREE IN ORGANIZATIONAL LEADERSHIP***

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 801
Course Title	Holistic Leadership
Description	Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g.	N/A

Writing Intensive, WAC, etc)	
General Education Component	XX Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science  _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Apply and discuss transformational leadership concepts in relation to the organization;
- 2) Articulate the differences between various leadership styles (e.g., generative, distributive, transactional, etc.);
- 3) Assess personal leadership competencies, strengths and areas needing development using a variety of methods and leadership research;
- 4) Document a leadership philosophy (commitment, perspectives, practice, etc.);
- 5) Identify specific elements of personal meaning and purpose that align to generate organizational commitment; and
- 6) Increase emotional and cognitive self- awareness through inquiry.

5. **Date of Departmental Approval:** November 10, 2015

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

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 802
Course Title	Ethical Leadership
Description	Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input 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

	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Apply relevant ethical leadership theories, concepts and principles to practice through case study analysis;
- 2) Identify ethical leadership conflicts in their own organization/places of employment through written assignments;
- 3) Apply appropriate ethical principles when making effective decisions through written assignments;
- 4) Articulate the roles of ethical leadership in organizations based on case studies and student research; and
- 5) Identify conflicts between personal values, organizational values and ethical choices.

5. **Date of Departmental Approval:** November 10, 2015

**LEHMAN COLLEGE  
OF THE  
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY  
AND SPECIAL EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 803
Course Title	Communication and Team Work
Description	Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input 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



	<ul style="list-style-type: none"><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Participate in, review and analyze results from a 360-degree feedback activity;
- 2) Describe the important role of communication in the establishment of organizational culture;
- 3) Discuss specific strategies for overcoming barriers to effective communication in organizations;
- 4) Discuss the role of diversity in creating successful teams and encouraging effective dialogue and idea exchange;
- 5) Identify specific strategies for receiving and giving constructive, consistent and targeted feedback;
- 6) Increase the capacity to communicate effectively from leadership positions, as well as follower positions;
- 7) Apply collaborative communication to transform conflict into creative tension;
- 8) Discuss group dynamics and identify strategies for assigning effective group roles; and
- 9) Apply problem-solving techniques.

5. **Date of Departmental Approval:** November 10, 2015

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 804
Course Title	Leading for Strategic Change
Description	Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input 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

	____ Creative Expression ____ Individual and Society ____ Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Perform a SWOT (strengths, weaknesses, opportunities, threats) analyses on their organization/place of employment and discuss findings verbally and through writing;
- 2) Create a written plan for aligning proposed changes with the organization's purpose and values;
- 3) Articulate the difference between an organization's mission, vision and goals;
- 4) Identify strategies for realigning staff with the organization's true meaning and purpose;
- 5) Discuss motivational strategies for staff; and
- 6) Establish a vision, mission and goals for the future of the organization/place of employment; and
- 7) Create and implement systems for sustainable change.

5. **Date of Departmental Approval:** November 10, 2015

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 805
Course Title	Program Development and Evaluation
Description	Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input 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

	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Conduct needs assessments to identify opportunities for developing and/or enhancing programs;
- 2) Create appropriate(e.g., specific, measurable, timely, etc.) program goals and objectives that are aligned with the organization's mission/vision;
- 3) Understand the differences between qualitative and quantitative research and data;
- 4) Create feedback mechanisms to support continuous improvement after collecting evaluation data;
- 5) Using evaluation data to enhance current programs and/or develop new, related programs; and
- 6) Research grant-funding organizations and write sample grant proposals, seeking funding for an actual project in their organization.

5. **Date of Departmental Approval:** November 10, 2015

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 806
Course Title	Finance and Managing Resources
Description	Introduction to basic organizational finance designed for the non-accountant with no financial background. Explores basic financial concepts and economic principles. Provides students with the fundamental knowledge and skills needed to interact with financial professionals and lead organizations to become financially robust and healthy in resources. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	XX Not Applicable _____ Required _____ English Composition _____ Mathematics _____ 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:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Understand the role of finance and accounting in an organization;
- 2) Discuss various concepts that underlie the economics of an organization (e.g., costs, revenues, profitability, profit maximization, etc.);
- 3) Evaluate performance measurement approaches and ways to best to utilize them.
- 4) Understand key elements of financial statements and financial reporting;
- 5) Explain the role of audits and internal control;
- 6) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation;
- 7) Analyze the difficulty of creating and sustaining competitive advantage; and
- 8) Develop a financial strategy and prepare a business plan.

5. **Date of Departmental Approval:** November 10, 2015

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 807
Course Title	Leveraging Human Capital
Description	Examines the role of the human resource professional as a strategic partner in leading and sustaining organizations. Processes related to recruitment, hiring, retaining and professional/career development in an organization. Examination of the legal and regulatory procedures associated with supervising staff. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input 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



	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Identify and understand how legal and/or regulatory principles (collective bargaining, sexual harassment, etc.) apply to human resource functions in an organization;
- 2) Discuss staff recruitment and orientation strategies;
- 3) Develop performance management and succession planning strategies
- 4) Identify motivational strategies for staff;
- 5) Develop rewards systems for staff; and
- 6) Discuss strategies for leveraging strengths and building leadership capacity within the organization.

5. **Date of Departmental Approval:** November 10, 2015

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 808
Course Title	Leadership Seminar I: Needs Assessment
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership project-based thesis.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input 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

	____ Individual and Society ____ Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Conduct a needs assessment of an organization;
- 2) Identify and frame an existing problem/issue;
- 3) Provide relevant background on problem/issue;
- 4) Use multiple data sources to support identification of problem.

5. **Date of Departmental Approval:** November 10, 2015

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 809
Course Title	Leadership Seminar II: Literature/Research
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership project-based thesis.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input 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

	____ Individual and Society ____ Scientific World
--	--

3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Examine the organization problem/issue identified, documenting barriers, opportunities and significant stakeholders;
- 2) Review the relevant organizational leadership theories, concepts and principles that apply to the identified problem/issue identified;
- 3) Identify best practices, innovations, opportunities that can be applied to the identified problem.

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CITY UNIVERSITY OF NEW YORK**

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

**CURRICULUM CHANGE**

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
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	Organizational Leadership
Course Prefix & Number	EDL 810
Course Title	Leadership Seminar III: Implementation Plan
Description	In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership project-based thesis.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input type="checkbox"/> Yes <input 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

	____ Individual and Society ____ Scientific World
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3. **Rationale:** Required course for new Master of Science/Organizational Leadership Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- 1) Develop specific action plan and timeline for implementation of solution to the identified problem/issue;
- 2) Create a process for involving all stakeholders in the action plan;
- 3) Create a plan for acquiring and allocating necessary resources to the problem/issue;
- 4) Apply relevant organizational leadership theories, concepts and principles to your action plan.

5. **Date of Departmental Approval:** November 10, 2015

**APPENDIX B**

***SYLLABI FOR NEW COURSES***

***MASTER'S DEGREE IN ORGANIZATIONAL LEADERSHIP***

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 801: Holistic Leadership  
(4 hrs., 4 crs.)  
Fall***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

**Course Description:**

Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices. (Fieldwork hours required.)

**Sample Text:**

- Achouri, C. (2010). *Modern systemic leadership: A holistic approach for managers, coaches, and HR professionals*. Germany: Publicis
- Dubrin, A. (2013). *Leadership: Research findings, practice, and skills* (7<sup>th</sup> ed.). Mason, OH: Cengage Learning.
- Lewis, S. (2011). *Positive psychology at work : How positive leadership and appreciative inquiry create inspiring organizations* (11<sup>th</sup> ed.). England, Wiley-Blackwell.
- Lussier, R.N., & Achua, C.F. (2013). *Leadership: Theory, application, and skill development* (5<sup>th</sup> ed.). Mason, OH: Cengage Learning.
- Northouse, P.G. (2013). *Leadership: Theory and practice* (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Articles from various journals

**Lehman Urban Transformative Education (LUTE) Conceptual Framework:**

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2)



Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

1. Apply and discuss transformational leadership concepts in relation to the organization;
2. Articulate the differences between various leadership styles (e.g., generative, distributive, transactional, etc.);
3. Assess personal leadership competencies, strengths and areas needing development using a variety of methods and leadership research;
4. Document a leadership philosophy (commitment, perspectives, practice, etc.);
5. Identify specific elements of personal meaning and purpose that align to generate organizational commitment; and
6. Increase emotional and cognitive self- awareness through inquiry.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 802: Ethical Leadership**

*(4 hrs., 4 crs.)*

*Fall*

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization. (Fieldwork hours required.)

Sample Text:

- Coles, R. (2000). *Lives of moral leadership*. New York: Random House.

- Johnson, C. E. (2009). *Meeting the ethical challenges of leadership: Casting light or shadow*, (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Articles from various journals

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*Objectives:*

1. Apply relevant ethical leadership theories, concepts and principles to practice through case study analysis;
2. Identify ethical leadership conflicts in their own organization/places of employment through written assignments;
3. Apply appropriate ethical principles when making effective decisions through written assignments;
4. Articulate the roles of ethical leadership in organizations based on case studies and student research; and
5. Identify conflicts between personal values, organizational values and ethical choices.

*Instructional Methods Used in This Course:*

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 803: Communication and Team Work**

**(3 hrs., 3crs.)**

**Winter**

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models. (Fieldwork hours required.)

Sample Text:

- Walker, R. (2014). *Strategic management communication for leaders* (3<sup>rd</sup> Edition). Mason, OH: Cengage Learning.
- Harvey, C. & Allard, M. J. (2014). *Understanding and managing diversity: Readings, cases, and exercises* (6<sup>th</sup> ed.). New York: Pearson.
- Thomas, K. (2009). *Intrinsic motivation at work: What really drives employee engagement* (2<sup>nd</sup> ed.). San Francisco: Berrett-Koehler Publisher.
- Articles from various journals

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Objectives:

- 1) Participate in, review and analyze results from a 360-degree feedback activity;
- 2) Describe the important role of communication in the establishment of organizational culture;
- 3) Discuss specific strategies for overcoming barriers to effective communication in organizations;
- 4) Discuss the role of diversity in creating successful teams and encouraging effective dialogue and idea exchange;
- 5) Identify specific strategies for receiving and giving constructive, consistent and targeted feedback;
- 6) Increase the capacity to communicate effectively from leadership positions, as well as follower positions;
- 7) Apply collaborative communication to transform conflict into creative tension;
- 8) Discuss group dynamics and identify strategies for assigning effective group roles; and
- 9) Apply problem-solving techniques.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects  
Presentations  
Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)  
Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 804: Leading for Strategic Change**  
*(4 hrs., 4 crs.)*  
*Spring*

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change. (Fieldwork hours required.)

Sample Text:

- Kotter, J.P. (2012). *Leading change*. Boston: Harvard Business School Press.
- Rogers, E. M. (2003). *Diffusion of innovations* (5<sup>th</sup> ed.). New York: Free Press
- Articles from various journals

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Objectives:

- 1) Perform a SWOT (strengths, weaknesses, opportunities, threats) analyses on their organization/place of employment and discuss findings verbally and through writing.
- 2) Create a written plan for aligning proposed changes with the organization's purpose and values;
- 3) Articulate the difference between an organization's mission, vision and goals;

- 4) Identify strategies for realigning staff with the organization's true meaning and purpose;
- 5) Discuss motivational strategies for staff;
- 6) Establish a vision, mission and goals for the future of the organization/place of employment; and
- 7) Create and implement systems for sustainable change.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

**EDL 805: Program Development and Evaluation**

*(4 hrs., 4 crs.)*

*Spring*

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Cours  
e

Description:

Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops. (Fieldwork hours required.)

Sample Text:

- Leedy, P. D., & Ormrod, J. E. (2013). Practical research: Planning and design (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Royse, D. Padgett, D. K., Thyer, B. A. & Logan, T.K. Program evaluation: An introduction (5<sup>th</sup> ed.) Belmont, CA: Cengage Learning
- American Psychological Association. Publication manual of the American Psychological Association. Washington, D.C.: Author. (\*most recent edition at the time course is offered)
- Articles from various journals

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opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Objectives:

- 1) Conduct needs assessments to identify opportunities for developing and/or enhancing programs;
- 2) Create appropriate(e.g., specific, measurable, timely, etc.) program goals and objectives that are aligned with the organization's mission/vision;
- 3) Understand the differences between qualitative and quantitative research and data;
- 4) Create feedback mechanisms to support continuous improvement after collecting evaluation data;
- 5) Using evaluation data to enhance current programs and/or develop new, related programs; and
- 6) Research grant-funding organizations and write sample grant proposals, seeking funding for an actual project in their organization.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 806: Finance and Managing Resources***

***(4 hrs., 4 crs.)***

***Summer***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Introduction to basic organizational finance designed for the non-accountant with no financial background. Explores basic financial concepts and economic principles. Provides students with the fundamental knowledge and skills needed to interact with financial professionals and lead organizations to become financially robust and healthy in resources. (Fieldwork hours required.)

Sample Text:

- Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2010). *Economics of strategy* (5<sup>th</sup> ed). Hoboken, NJ: Wiley.
- Articles from various journals

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*Objectives:*

- 1) Understand the role of finance and accounting in an organization;
- 2) Discuss various concepts that underlie the economics of an organization (e.g., costs, revenues, profitability, profit maximization, etc.);
- 3) Evaluate performance measurement approaches and ways to best to utilize them.
- 4) Understand key elements of financial statements and financial reporting;
- 5) Explain the role of audits and internal control;
- 6) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation;
- 7) Analyze the difficulty of creating and sustaining competitive advantage; and
- 8) Develop a financial strategy and prepare a business plan.

*Instructional Methods Used in This Course:*

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)

Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 807: Leveraging Human Capital***  
***(4 hrs., 4 crs.)***  
***Summer***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

Examines the role of the human resource professional as a strategic partner in leading and sustaining organizations. Processes related to recruitment, hiring, retaining and professional/career development in an organization. Examination of the legal and regulatory procedures associated with supervising staff. (Fieldwork hours required.)

Sample Text:

- Mathis, R. L., Jackson, J. H., & Valentine, S. R. (2013). *Human resource management* (14<sup>th</sup> ed.). Mason, OH: Cengage Learning.
- Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2014). *Human resource management* (9<sup>th</sup> ed.). New York: McGraw Hill.
- Articles from various journals

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Objectives:

- 1) Identify and understand how legal and/or regulatory principles (collective bargaining, sexual harassment, etc.) apply to human resource functions in an organization;
- 2) Discuss staff recruitment and orientation strategies;
- 3) Develop performance management and succession planning strategies
- 4) Identify motivational strategies for staff;
- 5) Develop rewards systems for staff; and
- 6) Discuss strategies for leveraging strengths and building leadership capacity within the organization.

Instructional Methods Used in This Course:

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)



Professional Guest Speakers

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 808: Leadership Seminar I: Needs Assessment  
(1 hr., 1 cr.)  
Fall***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership project-based thesis.

Sample Text:

- Articles from various journals based on the individual needs of students and their projects

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Objectives:

- 1) Conduct a needs assessment of an organization;
- 2) Identify and frame an existing problem/issue;
- 3) Provide relevant background on problem/issue;
- 4) Use multiple data sources to support identification of problem.

Instructional Methods Used in This Course:

Individual Conferencing

Use of technology (Skype; Blackboard; Internet searches; PowerPoint; Blogs)

Seminar Presentations

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 809: Leadership Seminar II: Literature/Research  
(1 hr., 1 cr.)  
Spring***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

*Course Description:*

In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership project-based thesis.

*Sample Text:*

- Articles from various journals based on the individual needs of the students and their projects

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*Objectives:*

- 1) Examine the organization problem/issue identified, documenting barriers, opportunities and significant stakeholders;
- 2) Review the relevant organizational leadership theories, concepts and principles that apply to the identified problem/issue identified;
- 3) Identify best practices, innovations, opportunities that can be applied to the identified problem.

*Instructional Methods Used in This Course:*

Individual Conferencing

Use of technology (Skype; Blackboard; Internet searches; PowerPoint; Blogs)

Seminar Presentations

**Lehman College, City University of New York  
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL 810: Leadership Seminar III: Implementation Plan  
(1 hr., 4 cr.)  
Summer***

*The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.*

Course Description:

In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership project-based thesis.

Sample Text:

- Articles from various journals based on the individual needs of the students and their projects

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

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Objectives:

- 1) Develop specific action plan and timeline for implementation of solution to the identified problem/issue;
- 2) Create a process for involving all stakeholders in the action plan;
- 3) Create a plan for acquiring and allocating necessary resources to the problem/issue;
- 4) Apply relevant organizational leadership theories, concepts and principles to your action plan.

Instructional Methods Used in This Course:

Individual Conferencing

Use of technology (Skype; Blackboard; Internet searches; PowerPoint; Blogs)

Seminar Presentations

**APPENDIX C**

**Table 1b: Graduate Program Schedule**     *Master of Science in Organizational Leadership – Lehman College*

- Indicate **academic calendar** type: **XX** Semester    \_\_Quarter    \_\_Trimester    \_\_Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<b>Term: FALL</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 801: Holistic Leadership	4	XX					
EDL 802: Ethical Leadership	4	XX					
EDL 808: Leadership Seminar I: Needs Assessment	1	XX					
Term credit total:	9			Term credit total:			
<b>Term: WINTER</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 803: Communication and Team Work	3	XX					
Term credit total:	3			Term credit total:			
<b>Term: SPRING</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 804: Leading for Strategic Change	4	XX					
EDL 805: Program Development and Evaluation	4	XX					
EDL 809: Leadership Seminar II: Literature/Research	1	XX					
Term credit total:	9			Term credit total:			
<b>Term: SUMMER</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
EDL 806: Finance and Managing Resources	4	XX					
EDL 807: Leveraging Human Capital	4	XX					
EDL 810: Leadership Seminar III: Implementation Plan	1	XX					
Term credit total:	9			Term credit total:			
<b>Program Totals:</b>	<b>Credits: 30</b>	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:					

**New:** indicate if new course     **Prerequisite(s):** list prerequisite(s) for the noted courses

**APPENDIX D****Table 2: Full-Time Faculty *Master of Science in Organizational Leadership – Lehman College***

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>Program Courses to be Taught</b>	<b>Percent Time to Program</b>	<b>Highest and Other Applicable Earned Degrees &amp; Disciplines</b> (include College/University)	<b>Additional Qualifications:</b> list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Dr. Janet R. DeSimone, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	EDL 804: Leading for Strategic Change	35	Ed.D., Educational Leadership (higher education concentration), St. John's University	-Chair, Finance/Development Strategic Planning Committee -Director of Development/Grants Writer -Assistant Vice President, Academic Affairs -Instructor, Research and Evaluation Course -Certificate in Educational Administration, Graduate School of Education Harvard University -New York State School District Administrator, Permanent -New York State School Administrator and Supervisor, Provisional -New York State Public High School English, Permanent, 7-12
	EDL 805: Program Development and Evaluation			
	EDL 810: Leadership Seminar III: Implementation Plan			
Dr. Rosa Rivera-McCutchen, Assistant Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	EDL 803: Communication and Teamwork	25	PhD. Teaching and Learning, Steinhardt School of Education, New York University	-Instructor – EDL 708: Research, Assessment, and Data- Driven Decision Making -Data Instructor, Scaffolded Apprentice Model Leadership
	EDL 808: Leadership Seminar I: Needs Assessment			
	EDL 809: Leadership Seminar II:			

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Lehman)	Literature/Research			Program -Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC. -Research Assistant/Program Evaluator -New York State Certification, Social Studies (Grades 7-12), Permanent
Dr. Laura Roberts, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	EDL 801: Holistic Leadership	15	PhD Counseling Psychology/Counselor Education, University of Connecticut	-Professional Development Trainer: <i>Using Cognitive/Dialectical Behavior Therapy</i> -Completed training in the following areas: <i>Dialectical Behavior Therapy Skills Training; DBT Chain Analysis Training and DBT Validation Principles and Strategies; Happiness: How Positive Psychology Changes our Lives</i> -Instructor, Human Development in Counseling, Counseling Theories and Techniques -Licensed Psychologist

**APPENDIX D****Table 3: Part-Time Faculty *Master of Science in Organizational Leadership – Lehman College***

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<b>Faculty Member Name and Title</b>	<b>Program Courses to be Taught</b>	<b>Highest and Other Applicable Earned Degrees &amp; Disciplines</b> (include College/University)	<b>Additional Qualifications:</b> list related certifications/licenses; occupational experience; scholarly contributions, etc.
Richard Finger (anticipated adjunct in the MSOL program)	EDL 807: Leveraging Human Capital	MBA, Trident University (Advanced Managerial Theory)	-CEO/Founder, MyNewPassion.com (Career Development and Contract Recruiting Consulting Company) -Spherion Corporation: Goldman Sachs and Co. – Global Vendor Management Consultant WorldCom Wireless – Northeast Regional Human Resources Consultant -AON Consulting: Verizon Corporation – Regional Project Management – Pre-employment testing and screening. -Part-time Instructor: Mercy College (programs in organizational leadership, organizational management) -Coursework includes <i>Human Resources Management</i> Developed curriculum for courses: <i>Work, People, and Productivity</i> and <i>Organizational Behavior</i> -Part-time Instructor: Lehman College - Coursework includes <i>Human Resources Management</i> and <i>Strategic Management</i> -2013 InternBridge, Inc. 2013 Career
		MS, Organizational Behavior, Polytechnic University (NYU School of Engineering)	

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
			<p>Services Online Conference Presentation – “Forging Ahead Without Leaving Students Behind – Career Pathways for Career Development Professionals”</p> <p>-2012 National Academic Advising Association (NACADA) Region 1 Conference – “Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising”</p> <p>-2012 Intern Bridge, Inc. 2012 Career Services Online Conference Presentation – “The Resume Revisited: Rediscovering Holistic Resume Writing Techniques.”</p>
<p>Dr. Peter Kaufman, Associate Adjunct Professor, Department of Counseling, Leadership, Literacy and Special Education (currently part time at Lehman)</p>	<p>EDL 802: Ethical Leadership</p>	<p>Ed.D., Administration, Policy, and Urban Education, Fordham University</p>	<p>-Mediator for conflicts with vocational education budgeting and allocations</p> <p>-Studied extensively with Robert Starratt (one of the leading thinkers on ethics)</p> <p>-Instructor – EDL 701: Ethics in School Leadership</p> <p>-Director of Education, Adelphi University</p> <p>-Director, Career and Technical Education, NYC Department of Education</p> <p>-Deputy Director, Office of School-to-Career, NYC Department of Education</p> <p>-New York State School Administrator and Supervisor, Permanent</p>



Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
			-New York State School District Administrator, Permanent
Benjamin A. Manyindo (anticipated adjunct in the MSOL program)	EDL 806: Finance and Managing Resources	M.S., Organizational Leadership, Mercy College	-Assistant Professor and Director, Organizational Management and Leadership Programs -Vice President of Academic Affairs (short-term consulting assignment) -Director, International Affairs, Ronald H. Brown Foundation -Professional Program Development and Grant Communication

**APPENDIX E**

**Table 4: Faculty to be Hired**    *Master of Science in Organizational Leadership – Lehman College*

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Instructor	1	Minimum master’s degree, organizational leadership or higher education leadership  Experience for a minimum of five years in a high-level leadership position within a college/university; non-profit or related organization	F/T	100	EDL 802: Ethical Leadership (4 hrs., 4 crs.) EDL 803: Finance and Managing Resources EDL 805: Managing Human Capital EDL 808: Leadership Seminar I: Needs Assessment EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.) EDL 809: Leadership Seminar II:  **Will also assume some program coordination duties	August 2017; second year of program

**APPENDIX F****Projected Expenditures for the *Master of Science in Organizational Leadership*****\*Please see pages 21-22 in the proposal for a more detailed explanation of the proposed expenditures**

Expenditures <sup>1</sup>	1 <sup>st</sup> Year Academic Year <sup>2</sup> Fall 2016-Summer 2017	2 <sup>nd</sup> Year Academic Year <sup>2</sup> Fall 2017-Summer 2018	3 <sup>rd</sup> Year Academic Year <sup>2</sup> Fall 2018-Summer 2019	4 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2019-Summer 2020	5 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2020-Summer 2021
<i>Faculty</i> <sup>3</sup> New Resources <sup>4</sup>	\$54,927	\$101,917	\$101,917	\$101,917	\$101,917
<i>Equipment</i> <sup>5</sup> New Resources <sup>4</sup>					
<i>Other</i> <sup>6</sup> Advertising Library Materials New Resources <sup>4</sup>	\$3,000	\$5,000	\$5,000	\$3,000	\$2,000
Total New Resources <sup>4</sup>	\$57,927	\$106,917	\$106,917	\$104,917	\$103,917

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<sup>1</sup> Specify the inflation rate used for projections.

<sup>2</sup> Specify the academic year.

<sup>3</sup> Include fringe benefits.

<sup>4</sup> New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

<sup>5</sup> Include here equipment which is not a capital expenditure.

<sup>6</sup> Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

**APPENDIX G**

**Projected Revenue Related to the *Master of Science in Organizational Leadership***

**\*Please see page 20 in the proposal for a more detailed explanation of the projected revenues**

Revenues <sup>7</sup>	1 <sup>st</sup> Year Academic Year <sup>8</sup> Fall 2016-Summer 2017	2 <sup>nd</sup> Year Academic Year <sup>2</sup> Fall 2017-Summer 2018	3 <sup>rd</sup> Year Academic Year <sup>2</sup> Fall 2018-Summer 2019	4 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2019-Summer 2020	5 <sup>th</sup> Year Academic Year <sup>2</sup> Fall 2020-Summer 2021
<i>Tuition Revenue</i> <sup>9</sup>					
01. From Existing Sources <sup>10</sup>	\$325,500	\$332,250	\$339,000	\$345,750	\$352,500
<b>02. From New Sources<sup>11</sup></b>					
<b>03. Total</b>					
<i>State Revenue</i> <sup>12</sup>					
04. From Existing Sources <sup>4</sup>					
05. From New Sources <sup>5</sup>					
<b>06. Total</b>					
<i>Other Revenue</i> <sup>13</sup>					
07. From Existing Sources <sup>4</sup>					
08. From New Sources <sup>5</sup>					
<b>09. Total</b>					

<sup>7</sup> Specify the inflation rate used for projections.

<sup>8</sup> Specify the academic year.

<sup>9</sup> Please explain how tuition revenue was calculated.

<sup>10</sup> Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

<sup>11</sup> New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.

<sup>12</sup> Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.

<sup>13</sup> Specify what is included in "other" category.

<i>Grand Total</i> <sup>14</sup>	\$325,500	\$332,250	\$339,000	\$345,750	\$352,500
10. From Existing Sources <sup>4</sup>					
11. From New Sources <sup>5</sup>					
<b>TOTAL</b>					

---

<sup>14</sup> Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

**APPENDIX H**

**\*\*\*NOT APPLICABLE**

**Projected Capital Expenditures for the Proposed Program**

Expenditures	1 <sup>st</sup> Year Academic Year <sup>1</sup>	2 <sup>nd</sup> Year Academic Year <sup>1</sup>	3 <sup>rd</sup> Year Academic Year <sup>11</sup>	4 <sup>th</sup> Year Academic Year <sup>1</sup>	5 <sup>th</sup> Year Academic Year <sup>1</sup>
1. Capital Facilities					
2. Equipment (Capital Expenditures) <sup>2</sup>					
3. Total Capital Expenditures					

## APPENDIX I



### **Proposed Graduate Program in Organizational Leadership STUDENT SURVEY**

1. What is your undergraduate major?

---

2. Are you presently enrolled in graduate school?

Yes  No

If yes, please indicate college/university and program:

---

3. If you are not currently enrolled in graduate school, please indicate the probability that you will attend graduate school:

Definitely will  Probably will not  
 Probably will  Definitely will not

4. Do you believe that you will need a higher degree to achieve your career goal?

Yes  No  Uncertain

5. We are considering the introduction of a program of study leading to a Master of Science degree in Organizational Leadership. This interdisciplinary program is designed to provide adult learners with the knowledge, skills and tools that they will need in order to be effective leaders in a variety of organizations (e.g. business, health, education, government, law enforcement). Each student will enter the program as a member of a learning team (called a cohort) and will take two courses at a time with that team. The program will consist of eight courses (**30 credits**) drawn from a broad range of academic disciplines. The courses will be scheduled sequentially, with two courses per semester, so the program can be completed in **12 months**. Classes will meet one day a week, in back to back slots and some online hours. The estimated cost of this program (based on \$425/credit) is **\$12,750**.

**What is the probability that you would enroll in such a program?**

Definitely would enroll  Probably would not enroll  
 Probably would enroll  Definitely would not enroll

Please answer the following, which will enable us to analyze your responses by demographic characteristics:

**6. What is your gender?**

- Male       Female

**7. What is your age? \_\_\_\_\_**

**8. Are you currently employed?**

- Yes       No

**9. What is your ethnic background? (Optional)**

- African-American       Asian       Other  
 Latina/Latino       White

**10. Any additional comments will be appreciated.**

***STUDENT SURVEY RESULTS***

**Total Number of Respondents:**                      163\*

	<u>Number</u>	<u>Percentage</u>
<b>1. Undergraduate Major:</b>		
Business Administration	58	36%
Sociology	11	7%
Accounting	12	7%
Social Work	9	6%
Economics	8	5%
Nursing	8	5%
Health Services Admin.	7	4%
Human Resources Mgmt.	6	4%
History	6	4%
Psychology	5	3%
Marketing	5	3%
Art History	2	1%
Biology	2	1%
English	2	1%
Health Care Admin.	2	1%
Health Education	2	1%
African & African Am. Studies	1	1%
Community Health Prom.	1	1%
Computer Graphics & Imag.	1	1%
Computer Information Syst.	1	1%



	Dietetics, Food & Nutrition	1	1%
	Environmental Science	1	1%
	Food & Nutrition	1	1%
	Geography & Political Science	1	1%
	International Business	1	1%
	Journalism	1	1%
	Mathematics	1	1%
	Recreation Education	1	1%
	Anthropology	1	1%
<b>2. Currently attending graduate school:</b>	Yes	12	7%
	No	149	93%
<b>3. Probability of attending graduate school:</b>			
	Definitely will	72	46.75%
	Probably will	64	41.56%
	Probably will not	15	9.74%
	Definitely will not	3	1.95%
		<u>Number</u>	<u>Percentage</u>
<b>4. Need a higher degree to achieve career goal:</b>			
	Yes	126	78.26%
	No	17	10.56%
	Uncertain	18	11.18%
<b>5. Probability of enrolling in proposed program:</b>			
	Definitely will	39	24.22%
	Probably will	82	50.93%
	Probably will not	32	19.88%
	Definitely will not	8	4.97%
<b>6. Gender:</b>	Female	120	73.62%
	Male	43	26.38%
<b>7. Age:</b>	18-24	22	13.58%
	25-34	56	34.57%
	35-44	49	30.25%
	45-54	20	12.35%
	55-64	14	8.64%
	65-74	1	0.62%
	75+	0	0
<b>8. Employed:</b>	Yes	130	80.75%
	No	31	19.25%

<b>9. Ethnic Background:</b>	American Indian/Alaskan	2	1.32%
	Asian/Pacific Islander	9	5.92%
	Black/African American	50	32.89%
	Hispanic/Latino	74	46.68%
	White/Caucasian	15	9.87%
	Prefer not to answer	7	4.61%
	Other	3	1.97%

*(\*Results for each category do not always total the overall respondent number due to respondents skipping certain questions.)*

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND  
SPECIAL EDUCATION

CURRICULUM CHANGE

**Name of Program; Degree Award; Program Code:**  
**MSEd - Educational Leadership/ School Building Leader Certification – 31470**  
**HEGIS CODES – 0828.00**  
**Effective Term: Spring 2016**

1. **Type of Change:** *Admission Requirements*
2. **From:** NEW REQUIREMENT
3. **To:**  
Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
4. **Rationale:**  
An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and educational leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines.
5. **Date of departmental approval:** **October 21, 2015**

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND  
SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program; Degree Award; Program Code:

**MSEd – Special Education/Childhood – 25812**

**MSEd – Special Education/Adolescent Generalist Grades 7-12 – 25829**

**MSEd – Special Education/Early Childhood – 25815**

**HEGIS CODES – 0808.00, 0808.00, 0808.00**

**Effective Term: Spring 2016**

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

2. **From:** NEW REQUIREMENT

3. **To:**

Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.

4. **Rationale:**

An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and educational leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines.

5. **Date of departmental approval:** **October 21, 2015**

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Counselor Education

Hegis Number: 0826.01

Program Code: 02188

Effective Term: Spring 2016

1. **Type of Change:** Admissions; Continuation and Graduation Requirements; There is no degree. This is just a collection of courses. I deleted the word "degree". There are no admission, continuation, or graduation requirements.

2. **From:**

*Family Counseling Extension Curriculum*

1. ~~EDG 700 (3), EDG 701 (3), EDG 702 (3), EDG 703 (3), EDG 704 (3), EDG 705 (3), EDG 706 (3), EDG 707 (3), EDG 708 (3), EDG 709 (3), EDG 710 (3), EDG 732 (3), EDG 733 (3), EDG 743 (3), EDG 744 (3), ELECTIVE (3).~~

2. ~~Elective Options (3 credits): EDG 731 (3), \*EDG 734 (3), EDG 735 (3), EDG 736 (3), EDG 737 (3), EDG 738.~~

3. ~~Bilingual School Counseling Extension Certificate (12 credits): \*EDG 734 (3), \*EBS 701 (3), (3) \*EBS 760, ESC 769 (3)~~

4. ~~Family Counseling Extension (15 credits): EDG 731 (3), EDG 735 (3), EDG 736 (3), EDG 737 (3), EDG 707 (3).~~

~~Note: Counselor Education students seeking the Bilingual School Counseling Extension Certificate must take a bilingual Spanish section of EDG 707 Practicum. Family Counseling extension students must repeat the EDG 707 practicum with a specific family counseling focus. For both extensions, students must complete a minimum of two courses in the extension prior to practicum placement.~~

*Family Counseling Extension Admission Requirements*

~~Note: Deadline for consideration is March 1 for students admitted only beginning in the Fall term.~~

5. ~~A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.~~

6. ~~A minimum 3.0 GPA from a completed undergraduate or graduate degree program.~~

7. ~~Three letters of recommendation evaluating the applicant's potential as a professional school counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.~~

- ~~8. A completed application, including a 1,100-word essay consisting of responses to 5 application-packet questions. Bilingual School Counseling Extension Certificate applicants must submit the essays in BOTH English and Spanish.~~
- ~~9. Liberal Arts and Sciences Test (LAST) scores for certified teachers and students planning to seek teacher certification. (Note: a teaching certificate is NOT required to become a school counselor in New York State.) Prospective students who are not State-certified teachers and do not plan to seek teacher certification submit Graduate Record Examination (GRE) scores.~~
- ~~10. A résumé.~~
- ~~Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and may be asked at that time to provide a writing sample.~~

*~~Family Counseling Extension Continuation Requirements~~*

- ~~11. Meet with a faculty adviser to plan courses and receive course approvals prior to or during registration each semester.~~
- ~~12. Access and maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.~~
- ~~13. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.~~
- ~~14. 18 credits in beginning counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form signed by the K-12 practicum placement site supervisor, and permission of the clinical coordinator are required prior to placement in practicum.~~
- ~~15. 36 credits in counseling courses with a minimum 3.0 GPA, a minimum of a grade of B in EDG 707, Practicum in Counseling, a completed internship supervision agreement form signed by the K-12 internship site supervisor, and permission of the clinical coordinator are required prior to placement in internship.~~
- ~~16. Demonstrated evidence of counseling, leadership, and advocacy skills through school-based service projects, community service, and local, state and/or national counseling association participation.~~
- ~~17. New York State also requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). Lehman expects students to pass this exam before completing nine (9) program credits or during the first two semesters of matriculation.~~

*~~Family Counseling Extension Graduation (Degree) Requirements~~*

- ~~18. Completion of 48 approved graduate credits of study in counseling for Counselor Education candidates.~~
- ~~19. A minimum Grade Point Average of 3.0 (B).~~
- ~~20. Successful completion of two semesters of internship.~~
- ~~21. Final school counseling research project.~~
- ~~22. A portfolio of data-driven, evidence-based assignments.~~

**3. To:**  
Family Counseling Extension

Family Counseling Extension Courses (15 credits): EDG 731 (3), EDG 735 (3), EDG 736 (3), EDG 737 (3), EDG 707 (3)

**4. Rationale:**  
The Family Counseling Extension currently is comprised of 15 credits, so the submitted changes accurately reflect the program and updates the bulletin. The additional changes (admissions, continuation, graduation) also is inaccurate in the bulletin and is being corrected. The correct information appropriately belongs under the Counselor Education degree program and is being moved. The “Note” is not applicable and is inaccurate.

**5. Date of departmental approval: 10/21/2015**

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY & SPECIAL  
EDUCATION  
CURRICULUM CHANGE**

Name of Program and Degree Award: Counselor Education M.S.Ed.

Hegis Number: 0826.01

Program Code: 02188

Effective Term: Spring 2016

1. **Type of Change:** *Degree Requirements; Admission Requirements; Addition of Concentration Requirements,*

2. **From:** M.S.Ed. Program in Counselor Education

Lehman offers a CACREP and NCATE accredited, 48-credit graduate program in Counselor Education. Graduates of the 48-credit Counselor Education program are eligible for initial and permanent School Counselor Certification in New York State. Counselor Education students are also encouraged to pursue national school counselor certification through the National Board of Certified Counselors and the National Board for Professional Teaching Standards. Counselor Education faculty and students collaborate with Bronx and other New York City borough-based and suburban K-12 public and private schools, as well as college counseling and community-based organizations.

Students enrolled in Lehman's Counselor Education program are introduced to a comprehensive body of knowledge. The program focuses on the professional counselor's leadership roles in collaboration with teachers, administrators, families, caregivers, health professionals, community resource networks, and others to promote equity and success for all children, youth, and families through delivering specific competencies to all students and helping to close achievement, opportunity, and attainment gaps in K-12 schools.

School Counselors learn to be advocates for social justice and follow the professional counseling codes of ethics and standards of practice to empower culturally and linguistically diverse students. Interventions made by counselors in school, community, and family systems acknowledge the importance of lifespan development and social change in promoting academic, career, college, and interpersonal access, equity, and success for all students and families. Students demonstrate professional school counseling, consultation, advocacy, leadership, and technology competencies throughout their course assignments at K-12 school-based experiences including practicum and internship. ~~and through a professional school counseling program portfolio of data-driven, evidence-based assignments and artifacts including a school counseling research project.~~

Admission Requirements for Counselor Education



Note: The deadline for consideration is ~~March~~ **March 1** for students who wish to begin attending classes during the fall term.

A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.

A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.

Two letters of recommendation evaluating the applicant's potential as a professional counselor in ~~areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations.~~ These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.

A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the counselor education program.

Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)

A résumé

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and be asked at that time to provide a writing sample.

### 3. **To:** M.S.Ed. Program in Counselor Education

Lehman offers a CACREP and CAEP accredited, 48-credit graduate program in Counselor Education. Graduates of the 48-credit Counselor Education program are eligible for initial and permanent School Counselor Certification in New York State. Counselor Education students are also encouraged to pursue national school counselor certification through the National Board of Certified Counselors and the National Board for Professional Teaching Standards. Counselor Education faculty and students collaborate with Bronx and other New York City borough-based and suburban K-12 public and private schools, as well as college counseling and community-based organizations.

Students enrolled in Lehman's Counselor Education program are introduced to a comprehensive body of knowledge. The program focuses on the professional counselor's leadership roles in collaboration with teachers, administrators, families, caregivers, health professionals, community resource networks, and others to promote equity and success for all children, youth, and families through delivering specific competencies to all students and helping to close achievement, opportunity, and

attainment gaps in K-12 schools.

School Counselors learn to be advocates for social justice and follow the professional counseling codes of ethics and standards of practice to empower culturally and linguistically diverse students. Interventions made by counselors in school, community, and family systems acknowledge the importance of lifespan development and social change in promoting academic, career, college, and interpersonal access, equity, and success for all students and families. Students demonstrate professional school counseling, consultation, advocacy, leadership, and technology competencies throughout their course assignments at K-12 school-based experiences including practicum and internship.

### *Admission Requirements for Counselor Education*

Note: The deadline for consideration is April 1 for students who wish to begin attending classes during the fall term.

A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.

A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.

Two letters of recommendation evaluating the applicant's potential as a professional counselor. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.

A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.

Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)

A résumé

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and be asked at that time to provide a writing sample.

### *Counselor Education Continuation Requirements*

Meet with a faculty adviser to plan courses and receive course approvals prior to or during registration each semester.

Access and maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association

for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.

If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

Completion in the first year of study of New York State mandated training workshops in a) Child Abuse Identification & Reporting, b) School Violence Prevention and c) DASA (Dignity for All Students Act):Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.

18 credits in beginning counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form signed by the K-12 practicum placement site supervisor, and permission of advisor/Clinical Coordinator are required prior to placement in practicum.

36 credits in counseling courses with a minimum 3.0 GPA, a minimum of a grade of B in EDG 707, Practicum in Counseling, a completed internship supervision agreement form signed by the K-12 internship site supervisor, and permission of the advisor/Clinical Coordinator are required prior to placement in internship.

Demonstration of counseling, leadership, and consultation skills, multicultural competencies, and professional dispositions through school-based and course assignments.

### Counselor Education Graduation (Degree) Requirements

Completion of 48 approved graduate credits of study in counseling for Counselor Education candidates.

A minimum Grade Point Average of 3.0 (B).

Successful completion of two semesters of internship.

### M.S.Ed. Program in Counselor Education Overview

The following is a listing of the course requirements that lead to the M.S.Ed. in Counselor Education:

EDG 700 (3), EDG 701 (3), EDG 702 (3), EDG 703 (3), EDG 704 (3), EDG 705 (3), EDG 706 (3), EDG 707 (3), EDG 708 (3), EDG 709 (3), EDG 732 (3), EDG 739 (3), EDG 743 (3), EDG 744 (3), ELECTIVES by advisement (6)

Elective credit options: EDG 731 (3), EDG 731 (3), EDG 734 (3), EDG 731 (3), EDG 735 (3), EDG 736 (3), EDG 737 (3)

4. **Rationale:**

The changes will now correctly indicate the admissions, continuation, graduation and course requirements for the program.

5. **Date of departmental approval:** 10/21/2015

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY & SPECIAL  
EDUCATION  
CURRICULUM CHANGE**

Name of Program and Degree Award: Bilingual Certificate Extension

Hegis Number: 0899.00

Program Code: 33773

Effective Term: Spring 2016

1. **Type of Change:** Add New York State Education Department Requirement

2. **From:** Bilingual School Counseling Extension

A 12-credit hour concentration in Bilingual School Counseling is offered for students in Counselor Education.

Bilingual School Counseling Extension Certificate (12 credits):

EDG 734 (3), Multilingual School Counseling

EDG 701 (3), Issues in Bilingualism

EBS 760 (3), The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 702 (3), Multicultural Counseling

3. **To:**

A 12-credit hour concentration in Bilingual School Counseling is offered for students in Counselor Education.

Bilingual School Counseling Extension Certificate (12 credits):

EDG 734 (3), Multilingual School Counseling

EBS 701 (3), Issues in Bilingualism

EBS 760 (3), The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 702 (3), Multicultural Counseling

**NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). Lehman expects students to pass this exam before completing twelve (12) program credits or during the first year**

of matriculation

4. **Rationale:**

There will be no impact on the overall learning outcomes for the program or the department. The note will, however, clarify the New York State Education requirement for the certificate extension.

5. **Date of departmental approval:** 10/21/2015

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Remove asterisk; prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy & 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	Counselor Education
Course Prefix & Number	* EDG 734
Course Title	Multilingual School Counseling
Description	Examination of multilingual and multicultural approaches to school counseling and consultation in urban settings with linguistically and culturally diverse children, adolescents, families, and school personnel.
Pre/ Co Requisites	EDG 702 and permission from a program coordinator.
Credits	3 Credits
Hours	3 Hours
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

	_____ Scientific World
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3. **To:** Underline the changes

Department(s)	Counseling, Leadership, Literacy & 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	Counselor Education
Course Prefix & Number	EDG 734
Course Title	Multilingual School Counseling
Description	Examination of multilingual and multicultural approaches to school counseling and consultation in urban settings with linguistically and culturally diverse children, adolescents, families, and school personnel.
Pre/ Co Requisites	EDG 702 and permission from a program <u>advisor</u> .
Credits	3 credits
Hours	3 hours
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

4. **Rationale:**

There is no impact on the learning outcomes of the department and program. The asterisk preceding the course is being removed because the course is now being offered, and the change in the prerequisite is because an advisor can give permission.

5. **Date of departmental approval:** 10/21/2015.



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

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

1. **Type of Change:** *Removal of asterisk; prerequisite*

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	Bilingual Special Education
Course Prefix & Number	* EBS 760
Course Title	The Bilingual Child with Mild to Moderate Learning and Behavior Problems
Description	Study of the theories associated with learning disabilities and second-language learning as they relate to academic and behavioral problems presented by bilingual students in Special Education programs presented by bilingual students in Special Education programs, and implications of those theories for instruction.
Pre/ Co Requisites	EBS 701, EDS 740, or permission of the coordinator.
Credits	3 credits
Hours	3 hours
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

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3. **To:** Underline the changes

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	Bilingual Special Education
Course Prefix & Number	EBS 760
Course Title	The Bilingual Child with Mild to Moderate Learning and Behavior Problems
Description	Study of the theories associated with learning disabilities and second-language learning as they relate to academic and behavioral problems presented by bilingual students in Special Education programs presented by bilingual students in Special Education programs, and implications of those theories for instruction.
Pre/ Co Requisites	EBS 701 <u>and</u> permission of <u>a program advisor</u>
Credits	3 credits
Hours	3 hours
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

4. **Rationale:** There will be no impact on the learning outcomes of the department. The asterisk preceding the course is being removed because the course is now being offered, and the change in the prerequisite is because an advisor can give permission. EDS 740 has been removed as a prerequisite because the course is not being offered and is not required for the bilingual certificate extension.

5. **Date of departmental approval:** 10/21/2015.

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Elementary Education, M.S.Ed.; Elementary Education with bilingual extension, M.S.Ed.; Early Childhood Education, M.S.Ed.; Early Childhood Education with bilingual extension, M.S.Ed.

Hegis Number: 0802.00; 0823.00

Program Code: 25800; 25797; 25780; 25776

Effective Term: Spring 2016

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

2. **From:**

3. **To:**

Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level.

4. **Rationale**

An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and education leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines.

The phrase "if applying for admission at the graduate level" was included because Minor to Masters students seeking initial certification in the MSED program were admitted initially at the undergraduate level.

5. **Date of departmental approval:** October 28, 2015

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S. Program in Accounting**

Hegis Number: 0502

Program Code: 82493

Effective Term: Spring 2016

1. **Type of Change:** *Change in admission requirements*

2. **From:**

**Admission to the Program:** To be fully admitted to the MSA program, applicants must have earned a minimum GPA of 3.0 (B) and have completed Lehman's B.S. in Accounting program or an equivalent undergraduate accounting program. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348 or equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

6 credits in Law (BBA 336, 337, 339, 340)

6 credits in Economics (ECO 166,167; BBA 168,169)

6 credits in Finance (BBA 207, 308, 310)

6 credits in Quantitative Methods  
(BBA 303, 403, 405; ECO 302, 402)

3 credits in Computer Science (not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives, two letters of recommendation, ~~GMAT scores~~, and if conditionally admitted, satisfy the specified conditions within one year.

3. **To:**

**Admission to the Program:** To be fully admitted to the MSA program, applicants must have earned a minimum GPA of 3.0 (B) and have completed Lehman's B.S. in Accounting program or an equivalent undergraduate accounting program. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348 or equivalent.

The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

6 credits in Law (BBA 336, 337, 339, 340)

6 credits in Economics (ECO 166,167; BBA 168,169)

6 credits in Finance (BBA 207, 308, 310)

6 credits in Quantitative Methods

(BBA 303, 403, 405; ECO 302, 402)

3 credits in Computer Science (not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives and two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year. GMAT is optional in support of application.

4. **Rationale:**

The GMAT requirement is optional only, and no longer required, as the undergraduate GPA of 3.0 is a more effective indicator of the students' performance in the graduate program.

5. **Date of departmental approval:** November 11, 2015

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

**DEPARTMENT OF ECONOMICS AND BUSINESS**

**CURRICULUM CHANGE**

Name of Program and Degree Award: **M.S. Program in Business**

Hegis Number: 0502

Program Code: 32786

Effective Term: Spring 2016

1. **Type of Change:** *Change in admission requirements*

2. **From:**

**Admission to the Program:** Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 3.0 (B) or equivalent. Applicants must submit a statement of career objectives, ~~GMAT scores~~, and two letters of recommendation. A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business.

3. **To:**

**Admission to the Program:** Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 3.0 (B) or equivalent. They must have completed:

- 6 credits in Accounting;
- 6 credits in Economics; and
- 6 credits in Mathematics (MAT 132 or 171 or 172 or 174 or 175 or equivalent) and/or Statistics (BBA 403 or equivalent)

If conditionally admitted, applicants must satisfy the specified conditions within one year.

Applicants must submit a statement of career objectives and two letters of recommendation. GMAT is optional in support of application. A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business.

4. **Rationale:**

The GMAT requirement is optional only, and no longer required, as the undergraduate GPA of 3.0 is a more effective indicator of the students' performance in the graduate

program. The requirement to complete any specified conditions within a year clarifies the existing practice.

5. **Date of departmental approval: November 11, 2015**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Middle and High School 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	Secondary Education
Course Prefix & Number	ESC 773
Course Title	Project-based Learning in the Middle School STEM Classroom
Description	Examination of the process of integrating technology, engineering and mathematics with science content in the middle school science classroom. Emphasis on design, development, and delivery of project-based learning activities consistent with current science learning and content standards; practical strategies for understanding and managing STEM classrooms.
Pre/ Co Requisites	None
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



	____ Scientific World
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3. **Rationale:** This course will supply graduate science education majors with practical applications of STEM in the context of NGSS and the classroom. Students are trained in the principles and logistics of project-based learning through immersion in STEM learning sequences that combine science content, technology integration, engineering design and relevant mathematics. This course strengthens the degree program by preparing teachers for the adoption of NGSS and other science learning standards in NY State.

4. **Learning Outcomes and Sample Syllabus (By the end of the course students will be expected to):**

- Recognize the key elements of STEM in the context of instruction
- Develop two (2) project-based learning sequences containing direct instruction and the integration of technology, engineering design and mathematics
- Demonstrate the synthesis of STEM in instruction in real time by leading the class through a custom project-based learning sequence
- Develop formative and summative assessments to measure students learning.

5. **Date of Departmental Approval:** September 3, 2015

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

**Name of Program, Degree Award, and Program Code:**

Art Teacher Visual Arts, MA., 25953

English Education, MS.ED., 25803

Mathematics Education, MS.ED., 25827

Music Teacher, MAT., 25824

Science Education, MS.ED., 25791

Spanish Teacher, MA., 33999

Social Studies, MA., 25794

TESOL, MS.ED., 25784

HEGIS CODES – 0831.00, 1501.01, 1701.01, 0832.00, 0834.00, 1105.00, 2201.01, 1508.00

Effective Term: Spring 2016

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

2. **From:**

3. **To:** Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

4. **Rationale:**

An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and educational leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines.

5. **Date of departmental approval:**

- Department of Middle and High School Education: November 12, 2015
- Art Department: November 11, 2015
- Music Department: November 5, 2015

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIAL WORK  
CURRICULUM CHANGE**

1. **Type of Change:** Corequisites/Prerequisites

2. **From:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 707
Course Title	Understanding Clinical Assessment and Diagnosis
Description	The third course in the Human Behavior sequence, Understanding Clinical Assessment and Diagnosis, builds on the understanding of human development and diversity developed in the first two courses and focuses on an understanding of mental health. The goal in this course is to further elaborate on and apply theoretical frameworks supported by empirical evidence to compare and synthesize multiple sources of knowledge in a mental health context; and to foster integration of social work knowledge and skills.
Pre/ Co Requisites	Pre-req: SWK 606 Human Diversity and the Social Environment <del>Co-req: SWK 611 Generalist Social Work Practice I and SWK 671 Fieldwork and Seminar I</del> OR <del>SWK 713 Advanced Social Work Practice in the Urban Environment I and SWK 773 Fieldwork and Seminar III</del>
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
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3. **To:** Underline the changes

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 707
Course Title	Understanding Clinical Assessment and Diagnosis
Description	The third course in the Human Behavior sequence, Understanding Clinical Assessment and Diagnosis, builds on the understanding of human development and diversity developed in the first two courses and focuses on an understanding of mental health. The goal in this course is to further elaborate on and apply theoretical frameworks supported by empirical evidence to compare and synthesize multiple sources of knowledge in a mental health context; and to foster integration of social work knowledge and skills.
Pre/ Co Requisites	Pre-req: SWK 606 Human Diversity and the Social Environment <u>Pre- OR Co-req: SWK 611 Generalist Social Work Practice I and SWK 671 Fieldwork and Seminar I</u>
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

	_____ Individual and Society _____ Scientific World
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**4. Rationale:**

Previously, students had to take SWK 707, Understanding Clinical Assessment and Diagnosis, as a co-requisite with their fall Advanced Year courses (SWK 713, Advanced Social Work Practice in the Urban Environment, I; SWK 727, Supervision in Agency-Based Practice; SWK 773, Fieldwork and Seminar III). Taking this course (SWK 707) prior to the second year of fieldwork internship can prepare students for the second field placement, which requires that students take more responsibility for assessing and diagnosing clients. This change gives students the option of taking this challenging course (SWK 707) even before they begin that second year fieldwork internship. This will provide students more flexibility yet be equally effective for their learning. Thus, it can no longer be *just* a co-requisite of the fall courses, but should be a pre- or co-requisite.

**5. Date of departmental approval: October 21, 2015**

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

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 713
Course Title	Advanced Social Work Practice in the Urban Environment I
Description	This is the first course in the two-semester advanced integrated practice sequence. The course highlights an advanced generalist approach with individuals across practice settings with an emphasis on the application of practice skills, values, and knowledge in urban environments. This course also serves to deepen students' understanding of social work in agency-based practice settings and in the larger community context. In this course, students will also be taught SBIRT (Screening, Brief Intervention, and Referral Treatment for substance using clients) according to the U.S. government SAMHSA grant received by the Lehman College Department of Social Work.
Pre/ Co Requisites	Pre-req: SWK 612 Generalist Social Work Practice II SWK 672 Fieldwork and Seminar II Co-req: SWK 727 Supervision in Agency-Based Practice SWK 773 Fieldwork and Seminar III Pre- or co-req: 707 Understanding Clinical Assessment and Diagnosis
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
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**3. To:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 713
Course Title	Advanced Social Work Practice in the Urban Environment I
Description	This is the first course in the two-semester advanced integrated practice sequence. The course highlights an advanced generalist approach with individuals across practice settings with an emphasis on the application of practice skills, values, and knowledge in urban environments. This course also serves to deepen students' understanding of social work in agency-based practice settings and in the larger community context. In this course, students will also be taught SBIRT (Screening, Brief Intervention, and Referral Treatment for substance using clients) according to the U.S. government SAMHSA grant received by the Lehman College Department of Social Work.
Pre/ Co Requisites	Pre-req: <u>SWK 606 Human Diversity and the Social Environment</u> SWK 612 Generalist Social Work Practice II SWK 672 Fieldwork and Seminar II Co-req: SWK 727 Supervision in Agency-Based Practice SWK 773 Fieldwork and Seminar III Pre- or co-req: 707 Understanding Clinical Assessment and Diagnosis
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	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> 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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**4. Rationale:**

Students need to have a working understanding of human diversity in the social environment before they can proceed to the Advanced Year of practice and field. Currently, SWK 606, Human Diversity in the Social Environment, is not a pre-requisite of Advanced Practice. Listing SWK 606 as a pre-requisite guarantees that all students have completed the first two courses of the Human Behavior sequence prior to entering their advanced year.

**5. Date of departmental approval: October 21, 2015**



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIAL WORK  
**CURRICULUM CHANGE****

1. **Type of Change:** Corequisites/Prerequisites

2. **From:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 714
Course Title	Advanced Social Work Practice in the Urban Environment II
Description	This course integrates the knowledge, skills, professional values and ethics necessary for effective advanced generalist social work practice with individuals, families, groups, communities, and organizations, in the urban environment. Through the Capstone Project, particular attention is given to integrating practice, research, policy, and human behavior content to explore an issue and share the results with a broader community, thus furthering the knowledge base and enhancing possibilities for social change.
Pre/ Co Requisites	Pre-req: SWK 713 Advanced Social Work Practice in the Urban Environment I SWK 773 Fieldwork and Seminar III Co-req: SWK 729 Administration in Urban Agencies SWK 774 Fieldwork and Seminar IV Pre- or co-req: <del>SWK 745 Social Welfare Policy Practice</del> SWK 747 Social Work Research II
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)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 714
Course Title	Advanced Social Work Practice in the Urban Environment II
Description	This course integrates the knowledge, skills, professional values and ethics necessary for effective advanced generalist social work practice with individuals, families, groups, communities, and organizations, in the urban environment. Through the Capstone Project, particular attention is given to integrating practice, research, policy, and human behavior content to explore an issue and share the results with a broader community, thus furthering the knowledge base and enhancing possibilities for social change.
Pre/ Co Requisites	Pre-req: SWK 713 Advanced Social Work Practice in the Urban Environment I SWK 773 Fieldwork and Seminar III Co-req: SWK 729 Administration in Urban Agencies SWK 774 Fieldwork and Seminar IV <u>SWK 745 Social Welfare Policy Practice</u> Pre- or co-req: SWK 747 Social Work Research II
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
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**4. Rationale:**

The MSW Program is implementing a change related to the sequencing of the courses.

MSW students have been completing a capstone project in their final semester in their Advanced Practice course (SWK 714). The capstone project, which is a culmination of students' learning across the curriculum, incorporates aspects of social work research, policy, practice, and human behavior. This assignment will be moved to SWK 745, Policy Practice, because it better fits with the competencies and purposes associated with that course.

Previously, students could take SWK 745 prior to their final semester; however, the faculty has learned that taking SWK 745 in the final semester is best for the students' learning. This change means that SWK 745 no longer can be a pre-requisite or co-requisite of SWK 714; it has to be a co-requisite of the final semester courses.

As a consequence, SWK 714 will be affected because SWK 745 can no longer be a pre-requisite but now must be a co-requisite of SWK 714. By changing SWK 745 from a pre- or co-requisite of SWK 714 to a co-requisite, SWK 714 and SWK 745 will always both be in the students' final semester.

**5. Date of departmental approval: October 21, 2015**

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

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM CHANGE**

1. **Type of Change:** Corequisites/Prerequisites

2. **From:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 729
Course Title	Administration in Urban Agencies
Description	<p>This course contributes to the preparation of professional social workers as leaders in social service agencies in urban communities. It focuses on the knowledge, skills, professional values and ethics necessary for effective administration of public and private social services organizations with the philosophy that well run organizations support quality service delivery and client outcomes. The course content is guided by the need for social service agencies to be responsive to the needs of diverse clients, especially populations-at-risk, and the professional principle of social justice as a guide to administrative decision- making.</p> <p>Course content will include: understanding leadership and mission; understanding organizational development and capacity; designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; program evaluation, analysis and continuous quality improvement; and examining ethical dilemmas.</p>
Pre/ Co Requisites	<p>Pre-req: SWK 727 Supervision in Agency-Based Practice  Co-req: SWK 714 Advanced Social Work Practice in the Urban Environment II  SWK 774 Fieldwork and Seminar IV  Pre- or co-req: <del>SWK 745 Social Welfare Policy Practice</del>  SWK 747 Social Work Research II</p>
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)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 729
Course Title	Administration in Urban Agencies
Description	<p>This course contributes to the preparation of professional social workers as leaders in social service agencies in urban communities. It focuses on the knowledge, skills, professional values and ethics necessary for effective administration of public and private social services organizations with the philosophy that well run organizations support quality service delivery and client outcomes. The course content is guided by the need for social service agencies to be responsive to the needs of diverse clients, especially populations-at-risk, and the professional principle of social justice as a guide to administrative decision- making.</p> <p>Course content will include: understanding leadership and mission; understanding organizational development and capacity; designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; program evaluation, analysis and continuous quality improvement; and examining ethical dilemmas.</p>
Pre/ Co Requisites	Pre-req: SWK 727 Supervision in Agency-Based Practice Co-req: SWK 714 Advanced Social Work Practice in the Urban Environment II

	SWK 774 Fieldwork and Seminar IV SWK 745 Social Welfare Policy Practice Pre- or co-req: SWK 747 Social Work Research II
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

**4. Rationale:**

The MSW Program is implementing a change related to the sequencing of the courses.

Previously, students could take SWK 745 prior to their final semester; however, the faculty has learned that taking SWK 745 in the final semester is best for the students' learning. This change ensures that students will take SWK 745 in their final semester. This means that SWK 745 no longer can be a pre-requisite or co-requisite of SWK 729; it has to be a co-requisite of the final semester courses.

As a consequence, SWK 729 will be affected because SWK 745 can no longer be a pre-requisite but now must be a co-requisite. By changing SWK 745 from a pre- or co-requisite of SWK 729 to a co-requisite, SWK 729 and SWK 745 will always both be in the students' final semester.

**5. Date of departmental approval: October 21, 2015**

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

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM CHANGE**

1. **Type of Change:** Corequisites

2. **From:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 745
Course Title	Social Welfare Policy Practice
Description	This course completes the social welfare policy sequence, building on the knowledge, skills, and values of the previous courses, Social Welfare Policy and Programs (SWK 639) and Social Welfare Policy Analysis (SWK 643). Reflecting the mission of the Lehman College MSW Program, the course helps students become effective change agents by influencing, formulating, and advocating for social welfare policies that are consistent with the value of social justice and ensure that social services meet the needs of recipients. This course has particular emphasis on impacting policies affecting urban populations.
Pre/ Co Requisites	Pre-req: SWK 612 Generalist Social Work Practice II SWK 672 Fieldwork and Seminar II SWK 643 Social Welfare Policy Analysis
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
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**3. To:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 745
Course Title	Social Welfare Policy Practice
Description	This course completes the social welfare policy sequence, building on the knowledge, skills, and values of the previous courses, Social Welfare Policy and Programs (SWK 639) and Social Welfare Policy Analysis (SWK 643). Reflecting the mission of the Lehman College MSW Program, the course helps students become effective change agents by influencing, formulating, and advocating for social welfare policies that are consistent with the value of social justice and ensure that social services meet the needs of recipients. This course has particular emphasis on impacting policies affecting urban populations.
Pre/ Co Requisites	Pre-req: SWK 612 Generalist Social Work Practice II SWK 672 Fieldwork and Seminar II SWK 643 Social Welfare Policy Analysis Co-req: <u>SWK 774 Fieldwork and Seminar IV</u>
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
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**4. Rationale:**

The MSW Program is implementing a change related to the sequencing of the courses.

MSW students have been completing a capstone project in their final semester in their Advanced Practice course (SWK 714). The capstone project, which is a culmination of students' learning across the curriculum, incorporates aspects of social work research, policy, practice, and human behavior. This assignment will be moved to SWK 745, Policy Practice, because it better fits with the competencies and purposes associated with that course. This change ensures that all students will take SWK 745 in their final semester. This means that SWK 745 no longer can be a pre-requisite or co-requisite; SWK 745 has to be a co-requisite of all the final semester courses.

**5. Date of departmental approval: October 21, 2015**

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

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM CHANGE**

1. **Type of Change:** Corequisites/Prerequisites

2. **From:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 774
Course Title	Fieldwork and Seminar IV
Description	Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. Students are required to use SBIRT (Screening, Brief Intervention, and Referral to Treatment) with their clients in their field placement unless they are told by their field instructor that they cannot use it or if there are no appropriate opportunities to use it in the field setting. 5 credits.
Pre/ Co Requisites	Pre-req: SWK 713 Advanced Social Work Practice in the Urban Environment I SWK 773 Fieldwork and Seminar III Co-req: SWK 714 Advanced Social Work Practice in the Urban Environment II SWK 729 Administration in Urban Agencies Pre- or Co-req: <del>SWK 745 Social Welfare Policy Practice</del> SWK 747 Social Work Research II
Credits	5
Hours	5
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
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**3. To:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 774
Course Title	Fieldwork and Seminar IV
Description	Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. Students are required to use SBIRT (Screening, Brief Intervention, and Referral to Treatment) with their clients in their field placement unless they are told by their field instructor that they cannot use it or if there are no appropriate opportunities to use it in the field setting. 5 credits.
Pre/ Co Requisites	Pre-req: SWK 713 Advanced Social Work Practice in the Urban Environment I SWK 773 Fieldwork and Seminar III Co-req: SWK 714 Advanced Social Work Practice in the Urban Environment II <u>SWK 745 Social Welfare Policy Practice</u> SWK 729 Administration in Urban Agencies Pre- or Co-req: SWK 747 Social Work Research II
Credits	5
Hours	5
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

**4. Rationale:**

The MSW Program is implementing a change related to the sequencing of the courses.

MSW students have been completing a capstone project in their final semester in their Advanced Practice course (SWK 714). The capstone project, which is a culmination of students' learning across the curriculum, incorporates aspects of social work research, policy, practice, and human behavior. This assignment will be moved to SWK 745, Policy Practice, because it better fits with the competencies and purposes associated with that course.

Previously, students could take SWK 745 prior to their final semester; however, the faculty has learned that taking SWK 745 in the final semester is best for the students' learning. This change ensures that students will take SWK 745 in their final semester. This means that SWK 745 no longer can be a pre-requisite or co-requisite of SWK 774; it has to be a co-requisite of the final semester courses.

As a consequence, SWK 774 will be affected because SWK 745 can no longer be a pre-requisite but now must be a co-requisite. By changing SWK 745 from a pre- or co-requisite of SWK 774 to a co-requisite, SWK 774 and SWK 745 will always both be in the students' final semester.

**5. Date of departmental approval: October 21, 2015**

The Governance Committee met November 25.

The committee discussed how to proceed on the report from the Ad Hoc Committee on Student Evaluation of Teaching and concluded that the Senate should receive and discuss the report, but not take formal action on it.

The Governance Committee is concerned about whether students, especially transfer students, have the necessary prerequisites and co-requisites for courses, and whether this can be checked in CUNYFIRST. The Governance Committee asked CASEAS to look into this.

There is no date set for the next meeting of the Governance Committee.

**Lehman College – City University of New York**  
**Proposed Revision to Criteria for Freshman Admissions**  
**Effective fall 2016**  
**December 4, 2015**

In response to what is projected to be the smallest freshman pool CUNY has seen in many years, we are recommending changes to our freshman admissions criteria (i.e. wider index of SAT and CAA) that would yield a larger freshman class.

Below is the number of freshmen who have applied for the fall 16 semester as of December 4, 2015, as compared to the same time last year. The data indicates a decrease of 17.6% in applications.

Freshmen Applications	Fall 2015 Number of Applications	Fall 2016 Number of Applications	Difference between F15 and F16 Applications	Percentage Change
Choice 1	1,299	1,013	-286	-22%
Choice 2	1,919	1,638	-281	-14.6%
<b>Total</b>	<b>3,218</b>	<b>2,651</b>	<b>-567</b>	<b>-17.6%</b>

It is for the reasons above that we are proposing the following changes to our admissions criteria:

Admissions Criteria	SAT	CAA
<b>Current SEEK (No change)</b>	≥800	≥77
Proposed Regular	920 - 940	≥85
<b>Current Regular (No Change)</b>	<b>950 - 1140</b>	<b>≥83</b>
	≥1150	≥80
Proposed Regular	>1150	≥78

We reviewed the academic performance of our fall full-time freshmen, who met our current admissions criteria, in their first academic year. The results show strong grade point averages. (See below).

Admissions Criteria	Fall 2012		Fall 2013		Fall 2014		Total Students
	F12 Students	Average GPA by S13	F 13 Students	Average GPA by S14	F 14 Students	Average GPA by S15	
SAT 950 – 1140 and CAA ≥83	122	3.27	136	3.28	172	3.33	<b>430</b>
SAT ≥1150 and CAA ≥80	31	3.45	31	3.51	29	3.55	<b>91</b>
<b>Total Students</b>	<b>153</b>		<b>167</b>		<b>201</b>		<b>521</b>

A small group of students who do not meet our admissions criteria are accepted by review/appeal. If we used the newly proposed criteria to review the academic performance of these current students, the results also show strong grade point averages during their first academic year. (See Below).

Admissions Criteria	Fall 2012		Fall 2013		Fall 2014		Total Students
	F12 Students	Average GPA by S13	F13 Students	Average GPA by S14	F14 Students	Average GPA by S15	
SAT 920 - 940 and CAA ≥85	16	3.10	18	3.15	30	3.36	64
SAT ≥1150 and CAA ≥78	32	3.44	32	3.47	29	3.55	93
<b>Total Students</b>	<b>48</b>		<b>50</b>		<b>59</b>		<b>157</b>

**Senate Meeting – December 9, 2015**  
**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present (8 members in attendance) on October 28, 2015:**

*Political Science*

- Change in degree BA Political Science
- New course POL 356

**Next meeting: February 17, 2016, 1 pm, SC 1405A**

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Political Science Major Program, B.A.

Hegis Number: 2207.00

Program Code: 45.1001

Effective Term: Spring 2016

1. **Type of Change:** Changes in Major Requirements

2. **From:**

**39- or 40-CREDIT MAJOR IN POLITICAL SCIENCE, B.A.**

The distribution of credits between 33 credits (11 courses) in Political Science and 6 or 7 credits (2 courses) in other departments is as follows:

**Credits (39-40):**

9 Three required courses for all majors:

POL 166: The American Political System

POL 245: ~~Political Analysis and Interpretation~~

One course in political theory chosen from POL 226, 227, 228, 229, 319, 321, or 322.

24 Eight elective POL courses at the 200, 300, or 400 level. At least twelve credits at 300 or 400 level. Students may choose any combination of courses in the subfields of study covered in Political Science.

6-7 Two courses in other departments, selected from ANT 211, ECO 166, ECO 167, ENW 201, or ~~PHI 229~~.

3. **To:**

**39- or 40-CREDIT MAJOR IN POLITICAL SCIENCE, B.A.**

The distribution of credits between 33 credits (11 courses) in Political Science and 6 or 7 credits (2 courses) in other departments is as follows:

**Credits (39-40):**

9 Three required courses for all majors:



POL 166: The American Political System

One course in methods chosen from POL 245 or 331.

One course in political theory chosen from POL 226, 227, 228, 229, 319, 321, or 322.

24 Eight elective POL courses at the 200, 300, or 400 level. At least twelve credits at 300 or 400 level. Students may choose any combination of courses in the subfields of study covered in Political Science.

6-7 Two courses in other departments, selected from ANT 211, ECO 166, ECO 167, ENW 201, or either PHI 170 or PHI 230 (but not both). This requirement is waived for double majors.

**4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

(a) The addition of an option of taking either POL 245 (Political Analysis and Interpretation) or POL 331 (Methods of Social Research): This change allows students with better mathematical skills to take a more quantitatively oriented method course (POL 331) in lieu of the current required course (POL 245).

(b) The change of the elective course number of PHI 229 to either PHI 170 or PHI 230: The Philosophy Department changed the course number of PHI 229 (Critical Reasoning) to PHI 169 with substantial changes in the contents of the course. Over the last few years, the Department of Political Science used A-1 forms to let Political Science majors take PHI 169 in lieu of PHI 229. After examining the contents of PHI 169, 170, and 230, however, the Department has decided that logical training provided by PHI 170 (Introduction to Logic) and PHI 230 (Symbolic Logic) is a good substitute for PHI 229.

(c) Because of the heavy requirements of double majors, the Department has been waiving the requirement of two non-Departmental courses for double majors. This change formalizes the informal Departmental policy.

**5. Date of departmental approval: October 27, 2015.**

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

1. **Type of change:**    New Course

2.

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 356
Course Title	Race and Class in American Politics
Description	The historical development of racial and class rule in American politics. The analysis of race- and class-based inequalities in American political institutions.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
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. Rationale:**

This course will explore racial and class inequalities within the context of an “American Social Contract” that purports to establish the values of universal liberty and equality. This democratic ideal and the American experience are in many ways a paradox. Through a historical understanding of American political institutions, the course will seek to understand and critically evaluate that paradox. Although the Department has been incorporating the politics of race and class in some of its courses in American politics, it has never been offered as a separate course. Since Associate Dean of Natural and Social Sciences (Dr. Christopher Malone) is an expert on this important subject, we will be able to offer this course once in alternate years.

**4. Learning Outcomes and Sample Syllabus (By the end of the course students will be expected to):**

- Understand the historical development of the institutionalization of race- and class-based inequalities in American politics.
- Demonstrate critical thinking skills by reading, analyzing, and writing about how race and class have shaped the representative political system of the United States.
- Assess the role of race-based or class-based norms and rule in the structures, functions, and policy-making processes of the three branches of the federal government.

**5. Date of Departmental Approval: October 27, 2015.**

LEHMAN COLLEGE AD HOC SENATE STUDENT EVALUATION COMMITTEE  
*Resolutions to be Considered by the Lehman College Senate  
Meeting of December 9, 2015*

1. The Ad Hoc Student Evaluation Committee recommends the creation of a revised, shortened version of the current student evaluation form. It further recommends the creation of an Advisory Group appointed by the Vice Provost for Academic Programs, such committee to include faculty, students, and administrators, to reformat the current form.
2. The Ad Hoc Student Evaluation Committee recommends that the students have access to the results of the evaluations in a timely manner after final grades have been submitted.
3. The Ad Hoc Student Evaluation Committee recommends that *minimum* number of five (5) evaluations must be received before they could be considered for tenure & promotion and other purposes, to ensure a fair assessment of the professor and the course, as well to as protect the anonymity of the respondents.
4. The Ad Hoc Student Evaluation Committee recommends that Lehman College should take steps to improve the use of electronic means to facilitate the distribution, collation, and assessment of the student evaluations.

Respectfully submitted,

Robert T. Valentine, Chair

# Lehman College Capital Projects

status

# Utility Plant Upgrade Project

(Heating, Cooling & Power Plant)



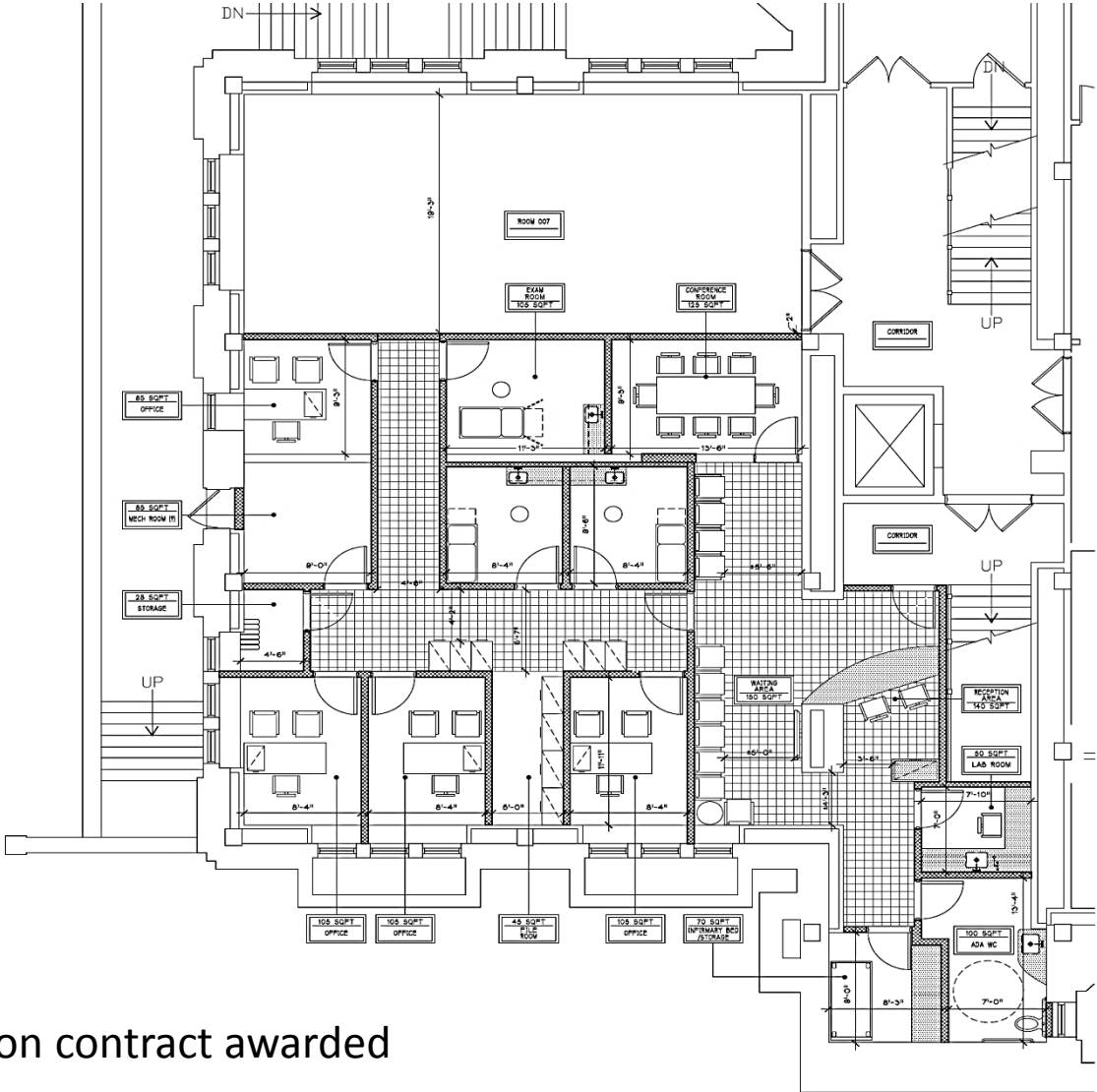
**New Boilers in Factory**



**New Boilers in Plant**

Currently in construction (demolition phase) – boilers fabricated and delivered to Lehman

# Student Health Center Relocation Project

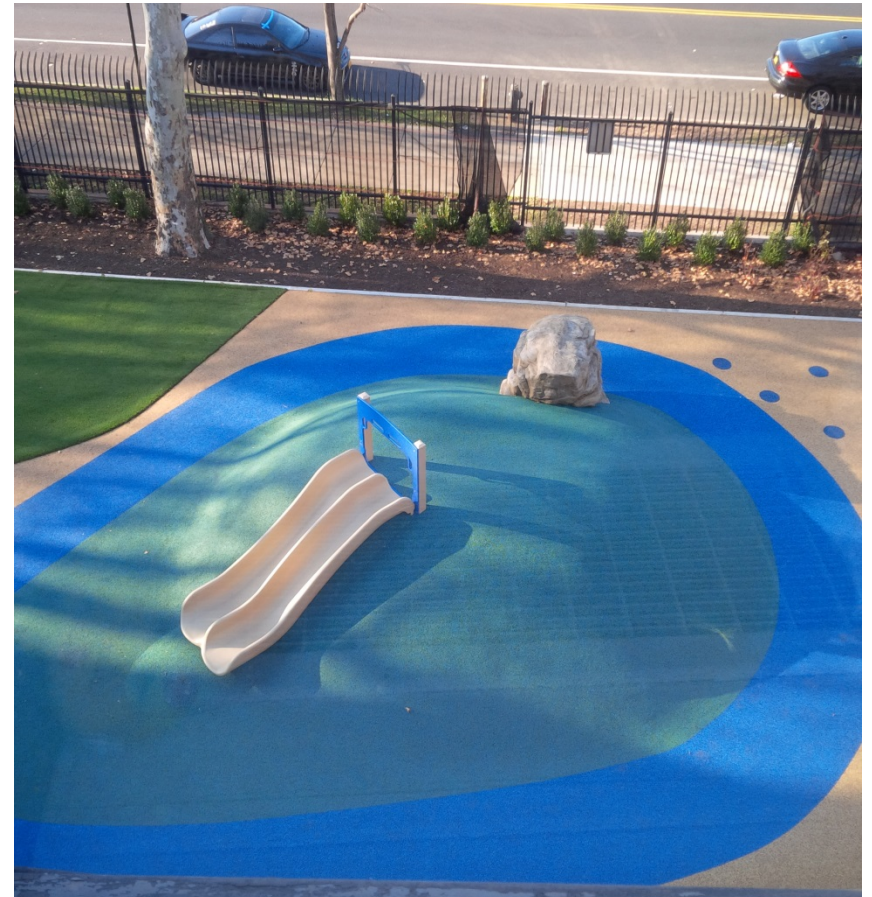


Construction contract awarded

# Child Care Playground



Playground between Shuster & Child Care Center



Playground Golden Side of Shuster Hall



# Concert Hall Addition & ADA Compliance



**VIEW FROM MUSIC BUILDING**

**MICHIELLI + WYETZNER ARCHITECTS**  
143 West 29th Street 4A New York, NY 10001 [www.mwarch.net](http://www.mwarch.net)

# Speech & Theatre Amphitheatre



LEHMAN COLLEGE AMPHITHEATER  
NORTH EAST PERSPECTIVE

# Bookstore Relocation



# Library First Floor Renovation

& Building Mechanical, Ceiling & Lighting Replacement



# Nursing Education, Research and Practice Center (NERPC)

