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)
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APPROVED BY
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ABSTRACT

Lehman College of the City University of New York proposes to establish a 30-credit master of science degree program in organizational leadership (MSOL). This program seeks to prepare candidates to assume leadership positions within a variety of fields such as higher education, not-for-profit, community-based, governmental agencies and healthcare and 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.

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, community-based, 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 and/or community-based 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 such as the non- profit and community-based sectors. 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, community-based 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 that impact the community;
- 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 (e.g., non-profit, community-based) 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.

With the MSOL program's focus being on leadership development, such as non-profit and community-based leadership, the content does not interfere with or duplicate any of the existing programs within Lehman's Department of Economics and Business, and this department's chair has been included in discussions and development of components of the MSOL program (e.g., specific courses).

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-profits 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.

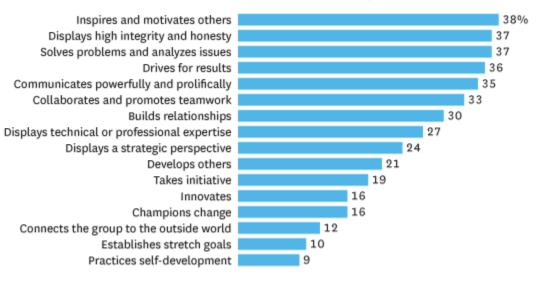Needs of the Profession

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 21st 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.

Skill	Percent
Inspires and motivates others	38%
Displays high integrity and honesty	37
Solves problems and analyzes issues	37
Drives for results	36
Communicates powerfully and prolifically	35
Collaborates and promotes teamwork	33
Builds relationships	30
Displays technical or professional expertise	27
Displays a strategic perspective	24
Develops others	21
Takes initiative	19
Innovates	16
Champions change	16
Connects the group to the outside world	12
Establishes stretch goals	10
Practices self-development	9

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 non-profit organizations; government; healthcare/hospital facilities; 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 a Program Manager at Non-Profit organization ranges from $33,571 to $68,593 depending on the type of organization he/she works for and the region of the country. A Program Manager with strategic planning skills gained in an MSOL program will earn a 9% higher salary than the national average $45,487salary. A New York resident in the same position, with the same skills will earn a13% 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., counseling, social work, 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 and/or community-based 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 programs (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+

	2016-17	2017-18	2018-19	2019-20	2020-21
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. Currently working;

4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;

5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;

6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and

7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

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 required to take two classes per semester, if they want to graduate in a one-year period. 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.

MSOL Admission Appeals

An applicant who is denied admission to the MSOL program may appeal the decision by writing a formal letter of appeal to the department. If an applicant still is not satisfied with the outcome of the appeal, the applicant can appeal to the School of Education's Associate Dean. The Associate Dean, in consultation with the graduate admissions office, reviews the applicant's documents, and depending on the situation, may ask the applicant to come in for an interview and/or submit additional information. In addition, applicants may be admitted conditionally to the MSOL program and given a specified time by which the conditions (e.g., meet required grade point average or submit additional recommendations) must be met. This ensures that an applicant, who shows tremendous potential to succeed in the MSOL program, but does not meet a specific requirement fully, still may be admitted and given time to prove his/her abilities.

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, community-based, government and 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 report. 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 and medical organizations.

Lastly, the MSOL curriculum requires that students complete an action research project before graduating from the program. This requirement is a participatory research project, with students

focusing on a problem of practice. The MSOL action research 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 to developing a solution to an actual problem in their organization. Students will be supported through this process, from the first semester they enroll throughout the final semester, through both group seminars and individual conferences. Students will work with their seminar instructor, who will be an expert (e.g., student from a non-profit organization might have a social work faculty member; student from an educational organization might have an education faculty member, etc.) in the area of their action research project, 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 an action research 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 Financial Resources (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, many who have experience and/or relationships with non-profits and/or community-based agencies. 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.

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)	**Certificates/Licenses:** Licensed Psychologist **Highest Degree:** PhD, Counseling Psychology/Counselor Education, University of Connecticut **Relevant Experience:** Professional Development Trainer: *Using Cognitive/Dialectical Behavior Therapy* Completed training in the following areas: *Dialectical Behavior Therapy Skills Training; DBT Chain Analysis Training and DBT Validation Principles and Strategies; Happiness: How Positive Psychology Changes our*

		Lives
		Instructor, Human Development in Counseling, Counseling Theories and Techniques
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.) *Faculty will depend on the specialized field (e.g., education, social work, etc.), where student works and is pursuing action research.*	Dr. Janet R. DeSimone, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	**Certificates/Licenses:** 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 **Highest Degree:** Ed.D., Educational Leadership (higher education concentration), St. John's University **Relevant Experience:** Chair, Finance/Development Strategic Planning Committee, Vaughn College Director of Development/Grants Writer, Vaughn College Assistant Vice President, Academic Affairs, Vaughn College Instructor, Research and Evaluation Course, School of Public Affairs Baruch College
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.)	Dr. Rosa Rivera-McCutchen, Assistant Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)	**Certificates/Licenses:** New York State Certification, Social Studies (Grades 7-12), Permanent **Highest Degree:** PhD. , Teaching and Learning, Steinhardt School of Education,

Faculty will depend on the specialized field (e.g., education, social work, etc.), where student works and is pursuing action research.		New York University **Relevant Experience:** Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC. Instructor – EDL 708: Research, Assessment, and Data-Driven Decision Making, Lehman College Data Instructor, Scaffolded Apprentice Model Leadership Program, Baruch College Research Assistant/Program Evaluator – NYU Center for Research on Teaching & Learning
EDL 802: Ethical Leadership (4 hrs., 4 crs.)	Dr. Peter Kaufman, Associate Adjunct Professor, Department of Counseling, Leadership, Literacy and Special Education (currently part time at Lehman)	**Certificates/Licenses:** New York State School Administrator and Supervisor, Permanent New York State School District Administrator, Permanent **Highest Degree:** Ed.D. , Administration, Policy, and Urban Education, Fordham University **Relevant Experience:** Mediator for conflicts with vocational education budgeting and allocations Studied extensively with Robert Starratt (one of the leading thinkers on ethics) Instructor – EDL 701: Ethics in School Leadership Director of Education, Adelphi University Director, Career and Technical Education, NYC Department of Education

		Deputy Director, Office of School-to- Career, NYC Department of Education
EDL 807: Leveraging Human Capital (4 hrs., 4 crs.)	Richard Finger (anticipated adjunct in the MSOL program)	**Highest Degree:** MBA, Trident University (Advanced Managerial Theory) MS, Organizational Behavior, Polytechnic University (NYU School of Engineering) **Relevant Experience:** 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 *Human Resources Management* Developed curriculum for courses: *Work, People, and Productivity* and *Organizational Behavior* Part-time Instructor: Lehman College -Coursework includes *Human Resources Management* and *Strategic Management* 2013 InternBridge, Inc. 2013 Career Services Online Conference Presentation –

		"Forging Ahead Without Leaving Students Behind – Career Pathways for Career Development Professionals" 2012 National Academic Advising Association (NACADA) Region 1 Conference – "Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising" 2012 Intern Bridge, Inc. 2012 Career Services Online Conference Presentation – "The Resume Revisited: Rediscovering Holistic Resume Writing Techniques."
EDL 806: Managing Financial Resources (4 hrs., 4 crs.)	Benjamin A. Manyindo (anticipated adjunct in the MSOL program)	**Certificates/Licenses:** Professional Program Development and Grant Communication **Highest Degree:** M.S., Organizational Leadership, Mercy College **Relevant Experience:** Assistant Professor and Director, Organizational Management and Leadership Programs, Mercy College Vice President of Academic Affairs (short-term consulting assignment), Professional Business College Director, International Affairs, Ronald H. Brown Foundation

Further, other academic and campus departments/offices (social work, campus life/student affairs, continuing education, etc.) throughout Lehman College have established strong relationships with non-profits, community agencies 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) 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 (see Appendix K for the required qualifications) 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 programs, etc.).

Table 4: Projected Revenues for the MSOL Graduate Program

First Year		
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
Total 2016-2017		**$325,500**
Second Year		
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
Total 2017-2018		**$332,250**
Third Year		
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
Total 2018-2019		**$339,000**
Fourth Year		
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	
Total 2019-2020		**$345,750**

Fifth Year

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	
Total 2020-2021		**$352,500**

Table 5: Projected Expenditures for the MSOL Graduate Program
(Please see notes at the end of the table.)

First Year (fall, winter, spring and summer semesters)
PERSONNEL
   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) $18,406
       (associate professor mid-range salary; 43% fringe benefits)
       (based on Lehman formula - Provost's office)

   TOTAL PERSONNEL   **$54,927**

   NON-SALARY COSTS
     Advertising $3,000

   TOTAL NON-SALARY COSTS   **$3,000**

      YEAR ONE: TOTAL EXPENDITURES   *$57,927*

Second Year (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)
   TOTAL PERSONNEL   **$101,917**

   NON-SALARY COSTS

Advertising $5,000

TOTAL NON-SALARY COSTS   **$5,000**

YEAR TWO: TOTAL EXPENDITURES   *$106,917*

Third Year (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)
TOTAL PERSONNEL   **$101,917**

    NON-SALARY COSTS
        Advertising $5,000

TOTAL NON-SALARY COSTS   **$5,000**

YEAR THREE: TOTAL EXPENDITURES   *$106,917*

Fourth Year (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)
TOTAL PERSONNEL   **$101,917**

    NON-SALARY COSTS
        Advertising $3,000

TOTAL NON-SALARY COSTS   **$3,000**

YEAR FOURTH: TOTAL EXPENDITURES   *$104,917*

Fifth Year (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)

TOTAL PERSONNEL	**$101,917**

NON-SALARY COSTS
   Advertising $2,000

TOTAL NON-SALARY COSTS	**$2,000**

YEAR FIVE: TOTAL EXPENDITURES	*$103,917*

*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 action research 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 Action Research Project
Program students must complete and receive a B or higher grade on this capstone requirement for graduation. The action research 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, who will be an expert (e.g., non-profit organization might have a social work faculty; educational organization might have an education faculty, etc.) in the area of their action research project, to choose an appropriate problem to research and propose a solution, based on their authentic work setting. This capstone requirement is a participatory research project, with students focusing on a problem of practice.

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.

<u>Faculty Performance</u>

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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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	[ ] Yes [ ] No
Course	N/A

Attribute (e.g. 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: February 10, 2016**

DRAFT 3-14-2016

**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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

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 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;
   5) Discuss strategies for meeting the needs of the surrounding community; and
   6) Identify conflicts between personal values, organizational values and ethical choices.

5. **Date of Departmental Approval: February 10, 2016**

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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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) 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: February 10, 2016**

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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

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) Perform a SWOT (strengths, weaknesses, opportunities, threats) analyses on their organization/place of employment and discus 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: February 10, 2016**

**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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

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) 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: February 10, 2016**

**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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 806
Course Title	Managing Financial Resources
Description	Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship between a robust financial management system and the sustainability of their organizations. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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) Understand the role of managing financial resources in an organization;
   2) Identify strategies for launching successful fundraising/capital campaigns and avoiding common pitfalls;
   3) Explore strategies for researching grant-funding opportunities and other external funding sources;
   4) Understand the role of boards and create a plan for cultivating these relationships;
   5) Understand key elements of financial statements and budgets;
   6) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation; and
   7) Understand reporting requirements and internal control systems.

5. **Date of Departmental Approval: February 10, 2016**

**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)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 807
Course Title	Leveraging Human Capital
Description	Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention. (Fieldwork hours required.)
Pre/ Co Requisites	
Credits	4
Hours	4
Liberal Arts	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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) Identify strategies for creating organizations rich in diversity;
   2) Understand how to develop and drive maximum organizational performance;
   3) Understand ways to harness the collective efforts of staff, to successfully implement organizational goals and impact the surrounding community;
   4) Understand how leaders influence others to share and advance a vision;
   5) Identify motivational strategies for staff;
   6) Develop rewards systems for staff;
   7) Develop strategies for optimum talent utilization – aligning employees' skills with their responsibilities;
   8) Create a successful volunteer program;
   9) Identify and understand how legal and/or regulatory principles (collective bargaining, sexual harassment, etc.) apply to an organization;
   10) Develop performance management and succession planning strategies; and
   11) Discuss strategies for leveraging strengths and building leadership capacity within the organization.

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DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
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CURRICULUM CHANGE

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

2.

Department(s)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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 action research project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

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

5. **Date of Departmental Approval: February 10, 2016**

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

CURRICULUM CHANGE

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

2.

Department(s)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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 action research project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

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) 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; and
   3) Identify best practices, innovations, opportunities that can be applied to the identified problem.

5. **Date of Departmental Approval: February 10, 2016**

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CURRICULUM CHANGE

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

2.

Department(s)	*COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION*
Career	[ ] Undergraduate [XX] Graduate
Academic Level	[XX] Regular [ ] Compensatory [ ] Developmental [ ] 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 action research project.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[ ] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

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) 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; and
   4) Apply relevant organizational leadership theories, concepts and principles to your action plan.

5. **Date of Departmental Approval: February 10, 2016**

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* (7th ed.). Mason, OH: Cengage Learning.
- Lewis, S. (2011). *Positive psychology at work : How positive leadership and appreciative inquiry create inspiring organizations (11th ed.)*. England, Wiley-Blackwell.
- Lussier, R.N., & Achua, C.F. (2013). *Leadership: Theory, application, and skill development* (5th ed.). Mason, OH: Cengage Learning.
- Northouse, P.G. (2013). *Leadership: Theory and practice* (6th 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*, (3rd ed.). Thousand Oaks, CA: Sage.
- Articles from various journals

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http://www.lehman.cuny.edu/academics/education/introduction.php

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;
5) Discuss strategies for meeting the needs of the surrounding community; and
6) 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 rd Edition). Mason, OH: Cengage Learning.
- Harvey, C. & Allard, M. J. (2014)**.** *Understanding and managing diversity: Readings, cases, and exercises* (6th ed.). New York: Pearson.
- Thomas, K. (2009). *Intrinsic motivation at work: What really drives employee engagement* (2nd 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 (5th ed.). New York: Free Press
- Articles from various journals

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http://www.lehman.cuny.edu/academics/education/introduction.php

Objectives:
1) Perform a SWOT (strengths, weaknesses, opportunities, threats) analyses on their organization/place of employment and discus 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.*

Course 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 (10th ed.). ed.). Upper Saddle River, NJ: Pearson.
- Royse, D. Padgett, D. K., Thyer, B. A. & Logan, T.K. Program evaluation: An introduction (5th 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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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) 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: Managing Financial Resources
(4 hrs., 4 crs.)
Summer

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

Course Description:
Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship

between a robust financial management system and the sustainability of their organizations. (Fieldwork hours required.)

Sample Text:
- Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2010). *Economics of strategy* (5 th ed). Hoboken, NJ: Wiley.
- Coe, C. (2011). *Non-profit financial management: A practical guide* (1st ed). Hoboken, NJ: Wiley.
- Articles from various journals

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Objectives:
1) Understand the role of managing financial resources in an organization;
2) Identify strategies for launching successful fundraising/capital campaigns and avoiding common pitfalls;
3) Explore strategies for researching grant-funding opportunities and other external funding sources;
4) Understand the role of boards and create a plan for cultivating these relationships;
5) Understand key elements of financial statements and budgets;
6) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation; and
7) Understand reporting requirements and internal control systems.

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:
Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention. (Fieldwork hours required.)

Sample Text:
- Bell, M. P. (2012) *Diversity in organizations* (2nd ed.). Mason, OH: Cengage Learning.
- Salsbury, M. (2013). *Human capital management – leveraging your workforce for a competitive advantage* (1st ed.). CreateSpace Independent Publishing Platform
- 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) Identify strategies for creating organizations rich in diversity;
2) Understand how to develop and drive maximum organizational performance;
3) Understand ways to harness the collective efforts of staff, to successfully implement organizational goals and impact the surrounding community;
4) Understand how leaders influence others to share and advance a vision;
5) Identify motivational strategies for staff;
6) Develop rewards systems for staff;

7) Develop strategies for optimum talent utilization – aligning employees' skills with their responsibilities;
8) Create a successful volunteer program;
9) Identify and understand how legal and/or regulatory principles (collective bargaining, sexual harassment, etc.) apply to an organization;
10) Develop performance management and succession planning strategies; and
11) 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 action research project.

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

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) Conduct a needs assessment of an organization;
2) Identify and frame an existing problem/issue;
3) Provide relevant background on problem/issue; and
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 action research project.

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

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) 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; and
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 action research project.

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

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) 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; and
3) Create a plan for acquiring and allocating necessary resources to the problem/issue; and
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.

Term: FALL				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
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:			
Term: WINTER				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDL 803: Communication and Team Work	3	XX					
Term credit total:	3			Term credit total:			
Term: SPRING				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
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:			
Term: SUMMER				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
EDL 806: Managing Financial 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:			

Program Totals:	Credits: 30	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: **EDL 808; 809; 810 – capstone project – action research project**

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.

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.
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	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: *Using Cognitive/Dialectical Behavior Therapy* -Completed training in the following areas: *Dialectical Behavior Therapy Skills Training; DBT Chain Analysis Training and DBT Validation Principles and Strategies; Happiness: How Positive Psychology Changes our Lives* -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.

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.
Richard Finger (anticipated adjunct in the MSOL program)	EDL 807: Leveraging Human Capital	MBA, Trident University (Advanced Managerial Theory) MS, Organizational Behavior, Polytechnic University (NYU School of Engineering)	-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 *Human Resources Management* Developed curriculum for courses: *Work, People, and Productivity* and *Organizational Behavior* -Part-time Instructor: Lehman College - Coursework includes *Human Resources Management* and *Strategic Management* -2013 InternBridge, Inc. 2013 Career

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.
			Services Online Conference Presentation – "Forging Ahead Without Leaving Students Behind – Career Pathways for Career Development Professionals" -2012 National Academic Advising Association (NACADA) Region 1 Conference – "Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising" -2012 Intern Bridge, Inc. 2012 Career Services Online Conference Presentation – "The Resume Revisited: Rediscovering Holistic Resume Writing Techniques."
Dr. Peter Kaufman, Associate Adjunct Professor, Department of Counseling, Leadership, Literacy and Special Education (currently part time at Lehman)	EDL 802: Ethical Leadership	Ed.D., Administration, Policy, and Urban Education, Fordham University	-Mediator for conflicts with vocational education budgeting and allocations -Studied extensively with Robert Starratt (one of the leading thinkers on ethics) -Instructor – EDL 701: Ethics in School Leadership -Director of Education, Adelphi University -Director, Career and Technical Education, NYC Department of Education -Deputy Director, Office of School-to-Career, NYC Department of Education -New York State School Administrator and Supervisor, Permanent

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: Managing Financial 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 a related field such as Higher Education Administration/Leadership or Non-profit Leadership/Management -Experience in graduate-level teaching; program recruitment and assessment; working with or for foundations, non-profit and/or community-based agencies; developing and delivering online graduate-level.	F/T	100	EDL 802: Ethical Leadership (4 hrs., 4 crs.) EDL 806: Managing Financial Resources EDL 807: Leveraging Human Capital EDL 808: Leadership Seminar I: Needs Assessment EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.) EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.) **Will also assume some program coordination (administrative) 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[1]	1st Year Academic Year[2] Fall 2016-Summer 2017	2nd Year Academic Year[2] Fall 2017-Summer 2018	3rd Year Academic Year[2] Fall 2018-Summer 2019	4th Year Academic Year[2] Fall 2019-Summer 2020	5th Year Academic Year[2] Fall 2020-Summer 2021
Faculty[3] New Resources[4]	$54,927	$101,917	$101,917	$101,917	$101,917
Equipment[5] New Resources[4]					
Other[6] Advertising Library Materials New Resources[4]	$3,000	$5,000	$5,000	$3,000	$2,000
Total New Resources[4]	$57,927	$106,917	$106,917	$104,917	$103,917

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[1] Specify the inflation rate used for projections.

[2] Specify the academic year.

[3] Include fringe benefits.

[4] 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.

[5] Include here equipment which is not a capital expenditure.

[6] 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[7]	1st Year Academic Year[8] Fall 2016-Summer 2017	2nd Year Academic Year[2] Fall 2017-Summer 2018	3rd Year Academic Year[2] Fall 2018-Summer 2019	4th Year Academic Year[2] Fall 2019-Summer 2020	5th Year Academic Year[2] Fall 2020-Summer 2021
Tuition Revenue[9]					
01. From Existing Sources[10]					
02. From New Sources[11]	$325,500	$332,250	$339,000	$345,750	$352,500
03. Total	**$325,500**	**$332,250**	**$339,000**	**$345,750**	**$352,500**
State Revenue[12]					
04. From Existing Sources[4]					
05. From New Sources[5]					
06. Total					
Other Revenue[13]					
07. From Existing Sources[4]					
08. From New Sources[5]					
09. Total					

---

[7] Specify the inflation rate used for projections.

[8] Specify the academic year.

[9] Please explain how tuition revenue was calculated.

[10] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

[11] 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.

[12] 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.

[13] Specify what is included in "other" category.

Grand Total[14]					
10. From Existing Sources[4]					
11. From New Sources[5]	$325,500	$332,250	$339,000	$345,750	$352,500
TOTAL	**$325,500**	**$332,250**	**$339,000**	**$345,750**	**$352,500**

---

[14] 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	1st Year Academic Year[1]	2nd Year Academic Year[1]	3rd Year Academic Year[11]	4th Year Academic Year[1]	5th Year Academic Year[1]
1. Capital Facilities					
2. Equipment (Capital Expenditures)[2]					
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 ethic background? (Optional)**

   □ African-American   □ Asian   □ Other
   □ Latina/Latino   □ White

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

STUDENT SURVEY RESULTS

Total Number of Respondents: 163*

		Number	Percentage
1. Undergraduate Major:			
	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%

2. Currently attending graduate school:

	Yes	12	7%
	No	149	93%

3. Probability of attending graduate school:

Definitely will	72	46.75%
Probably will	64	41.56%
Probably will not	15	9.74%
Definitely will not	3	1.95%

		Number	Percentage

4. Need a higher degree to achieve career goal:

Yes	126	78.26%
No	17	10.56%
Uncertain	18	11.18%

5. Probability of enrolling in proposed program:

Definitely will	39	24.22%
Probably will	82	50.93%
Probably will not	32	19.88%
Definitely will not	8	4.97%

6. Gender:

Female	120	73.62%
Male	43	26.38%

7. Age:

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

8. Employed:

Yes	130	80.75%

		No	31	19.25%
9. Ethnic Background:		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.)*