

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Educational Leadership - School Building Leader, M.S.Ed.,

Hegis Number: 0828

Program Code: 31470

Effective Term: Fall 2023

1.Type of Change: Change to program description and graduation requirements; addition of distance education format

2. From:

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

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

Overview

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

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

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

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

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 703 Collaborative and Community-Based Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.*

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

Note: Students admitted every fall semester.

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

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

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

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

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

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and ~~submit proof~~ that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

To:

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

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

Overview

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

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

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

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S.Ed. program can be completed in approximately 5 semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 703 Collaborative and Community-Based Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.*

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)**Semester I (fall): (6 credits)**

	<u>Credits</u>
EDL 701 <u>The Principal as a School Building Leader</u>	<u>3</u>
EDL 703 <u>Collaborative and Community-Based Leadership</u>	<u>3</u>

Semester II (spring): (6 credits)

	<u>Credits</u>
EDL 702 <u>Ethics in School Leadership</u>	<u>3</u>
EDL 704 <u>Instructional and Curriculum Leadership</u>	<u>3</u>

Semester III (summer): (6 credits)

	<u>Credits</u>
EDL 706 <u>Legal and Economic Issues and the Administration of Schools</u>	<u>3</u>
EDL 708 <u>Research, Assessment, and Data-Driven Decision Making</u>	<u>3</u>

Semester IV (fall): (6 credits)

	<u>Credits</u>
EDL 707 <u>Creating Effective and Supportive Learning Environments for All Students</u>	<u>3</u>
EDL 711 <u>The Leadership Experience II-Building Level</u>	<u>3</u>

Semester V (spring): (6 credits)

	<u>Credits</u>
<u>EDL 709 Case Studies in School Building Leadership</u>	<u>3</u>
<u>EDL 710 The Leadership Experience I-Building Level</u>	<u>3</u>

Notes:

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

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

Note: Students admitted every fall semester.

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

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

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are

required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and

3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

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

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and confirm that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

4. Rationale:

- The EDL program is updating the language in the program description to be in greater alignment with the Lehman Urban Transformative Education (LUTE), which is the School of Education's framework for all programs. Further, explicitly addressing the program focus on social justice and racial equity is also in alignment with the National Educational Leadership Preparation (NELP) standards, under which the program is nationally accredited.
- The change to the graduation requirement brings our language into alignment with NYSED policy, which only requires that students provide proof of completion of all mandated workshops to NYSED, not Lehman College.
- The online EDL/SBL provides greater flexibility for our candidates who hold full-time positions, as leaders, teacher, counselors, etc., in Pre-K-12 schools. Our EDL/SBL online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. The curriculum for Lehman College's Online 30-credit MEd in Educational Leadership/School Building Leader (EDL/SBL) does not differ from the on-campus program. The same course descriptions, credit and hour requirements, learning objectives, prerequisites, and any other curricular requirements apply to our online EDL/SBL program to ensure that this online program meets the same rigorous academic

standards as our on-campus one. The mode of delivery differs, with the new delivery format being mainly asynchronous (with select fieldwork seminars being synchronous).

5. Date of departmental approval: March 2, 2022

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

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Educational Leadership/District Leader Extension Program

Hegis Number: 0827

Program Code: 33268

Effective Term: Fall 2023

1. Type of Change: Change to program description, admissions requirements and graduation requirements; addition of distance education format

2. From:

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

Advanced Educational Leadership/District Leader Extension Program Overview

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

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

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

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

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

Semester I (fall): (6 credits)

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

Semester II (spring): (6 credits)

EDL 717	Finance, Operations, and Human Resource Management	3
EDL 721	The Leadership Experience-District Extension	3 (May be repeated for a maximum of 6 credits).

Notes:

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

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

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

objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)

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

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and

3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of *12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of *200-400 internship hours.

Note:

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

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

3. To:

Advanced Educational Leadership/District Leader Extension Program (12-15 credits) (Campus or Online Options)

Advanced Educational Leadership/District Leader Extension Program Overview

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

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations.

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

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

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the Advanced Certificate Extension program can be completed in approximately 2-3 semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

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

Semester II (spring): (6 credits)

EDL 717	Finance, Operations, and Human Resource Management	3
EDL 721	The Leadership Experience-District Extension	3 (May be repeated for a maximum of 6 credits).

Notes:

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

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (6 credits)

<u>EDL 712</u>	<u>Leading an Effective School District</u>	<u>3</u>
<u>EDL 716</u>	<u>Educational Governance, Policy, and Law</u>	<u>3</u>

Semester II (spring): (6 credits)

<u>EDL 717</u>	<u>Finance, Operations, and Human Resource Management</u>	<u>3</u>
<u>EDL 721</u>	<u>The Leadership Experience-District Extension</u>	<u>3 (May be repeated for a maximum of 6 credits).</u>

Notes:

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

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

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses

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

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

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;

2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of *12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of *200-400 internship hours.
4. Students must confirm that all New York State Education-mandated workshops have been completed.
5. Students must take and pass the Educating All Students (EAS) exam.

Note:

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

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

4. Rationale:

- The EDL program is updating the language in the program description to be in greater alignment with the Lehman Urban Transformative Education (LUTE), which is the School of Education's framework for all programs. Further, explicitly addressing the program focus on social justice and racial equity is also in alignment with the National Educational Leadership Preparation (NELP) standards.

- The change to the graduation requirement brings our language into alignment with NYSED policy.
- The change to the required letters of recommendation allows our adult applicants who do not have readily available access to faculty from prior studies to find suitable letters of reference. Further, the changes outline what the admissions committee is looking for in the reference letters.
- The online Advanced Educational Leadership/District Leader Extension Program (EDL/SDL) provides greater flexibility for our candidates who hold full-time positions, as leaders, teachers, counselors, etc., in Pre-K-12 schools. Our EDL/SDL online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. The curriculum for Lehman College's Online 12-15 credit Advanced Educational Leadership/District Leader Extension Program does not differ from the on-campus program. The same course descriptions, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements apply to our online EDL/SDL program to ensure that this online program meets the same rigorous academic standards as our on-campus one. The mode of delivery differs, with the new delivery format being mainly asynchronous (with select fieldwork seminars being synchronous).

5. Date of departmental approval: March 2, 2022

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

CURRICULUM CHANGE

Name of Program and Degree Award: Organizational Leadership, M.S.

Hegis Number: 2299

Program Code: 38541

Effective Term: Spring 2023

1.Type of Change: Change to program description and admissions requirements

2. From:

**Organizational Leadership, Non-Certification Master of Science Program (MSOL)
(30 Credits)**

MSOL Program Overview

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

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

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

Semester I (fall): (9 credits)

Credits

EDL 801 Holistic Leadership	4
EDL 802 Ethical Leadership	4
EDL 808 Leadership Seminar I: Needs Assessment	1

Semester II (winter): (3 credits)

	Credits
EDL 803 Communication and Team Work	3

Semester III (spring): (9 credits)

	Credits
EDL 804 Leading for Strategic Change	4
EDL 805 Program Development and Evaluation	4
EDL 809 Leadership Seminar II: Literature/Research	1

Semester IV (summer): (9 credits)

	Credits
EDL 806 Managing Financial Resources	4
EDL 807 Leveraging Human Capital	4
EDL 810 Leadership Seminar III: Implementation Plan	1

Notes:

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

MSOL Program Admission Requirements

Note: Students admitted fall semester.

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working;
4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;

5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements

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

MSOL Program Graduation Requirements

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

3. To:

Organizational Leadership, Non-Certification Master of Science Program (MSOL) (30 Credits) (Campus or Online Options)

MSOL Program Overview

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

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

framework, whose mission is to facilitate the development of competent, caring and qualified leaders.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the MSOL program can be completed in approximately one full year (12 months).

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (9 credits)

	Credits
EDL 801 Holistic Leadership	4
EDL 802 Ethical Leadership	4
EDL 808 Leadership Seminar I: Needs Assessment	1

Semester II (winter): (3 credits)

	Credits
EDL 803 Communication and Team Work	3

Semester III (spring): (9 credits)

	Credits
EDL 804 Leading for Strategic Change	4
EDL 805 Program Development and Evaluation	4
EDL 809 Leadership Seminar II: Literature/Research	1

Semester IV (summer): (9 credits)

	Credits
EDL 806 Managing Financial Resources	4
EDL 807 Leveraging Human Capital	4
EDL 810 Leadership Seminar III: Implementation Plan	1

Notes:

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OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (9 credits)

	<u>Credits</u>
<u>EDL 801 Holistic Leadership</u>	<u>4</u>
<u>EDL 802 Ethical Leadership</u>	<u>4</u>
<u>EDL 808 Leadership Seminar I: Needs Assessment</u>	<u>1</u>

Semester II (winter): (3 credits)

	<u>Credits</u>
<u>EDL 803 Communication and Team Work</u>	<u>3</u>

Semester III (spring): (9 credits)

	<u>Credits</u>
<u>EDL 804 Leading for Strategic Change</u>	<u>4</u>
<u>EDL 805 Program Development and Evaluation</u>	<u>4</u>
<u>EDL 809 Leadership Seminar II: Literature/Research</u>	<u>1</u>

Semester IV (summer): (9 credits)

	<u>Credits</u>
<u>EDL 806 Managing Financial Resources</u>	<u>4</u>
<u>EDL 807 Leveraging Human Capital</u>	<u>4</u>
<u>EDL 810 Leadership Seminar III: Implementation Plan</u>	<u>1</u>

Notes:

- Registration for all courses requires program approval (coordinator or advisor).
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MSOL Program Admission Requirements

Note: Students admitted fall semester.

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 or holding a substantial leadership role in a community or service-related organization;
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 either a faculty member from prior studies or a supervisor who can evaluate the applicant's potential for success as a graduate student and work ethic;
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
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MSOL Program Continuation Requirements

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MSOL Program Graduation Requirements

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

4. Rationale:

- The change to the required letters of recommendation allows our adult applicants who do not have readily available access to faculty from prior studies to find suitable letters of reference. Further, the changes outline what the admissions committee is looking for in the reference letters.
- The MSOL is offered in a fully online format, as well. The addition of these lines make this clearer for potential applicants.

5. Date of departmental approval: March 2, 2022