



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. www.msche.org

Substantive Change Request Form

Effective Date: January 1, 2019

INSTRUCTIONS:

Review

- Review the [Substantive Change Policy](#) and [Substantive Change Procedures](#) before completing this form. This request form aligns with the Substantive Change Policy and Substantive Change Procedures effective January 1, 2018.
- Review this Form in its entirety.
- Read instructions for completing the relevant appendix on page 11.
- Determine if this request is “complex”:
Note on Complex Substantive Change: The Commission may require that an institution submit substantive change request under the “complex” substantive change process. Please see the Substantive Change Procedures for more information about complex substantive change.
 - If an institution is uncertain about whether a proposed substantive change is complex, the institution should contact the designated Commission staff liaison as early as possible with preliminary information on the nature and purposes of the planned change.
 - Changes in legal status, form of control, or ownership, and EQUIP Experimental Site Initiatives with the United States Department of Education (USDE) are always considered complex and are indicated as complex in this request form.
 - However, in addition to these, any of the types of substantive change may be considered “complex” by the Commission or staff on its behalf, depending on the nature of the change. Examples include (but are not limited to) change in the status of multiple locations, multiple types of change that are submitted simultaneously, and some institutional closures.

Complete

- Complete this Form and its required appendix for the specific type of substantive change (see Section E).
- Use current PDF software and combine documents (label attachments appropriately) into a **single, bookmarked file**.

Submit

- **Submit a separate request form for each proposed change unless the change is designated a complex substantive change.**
- Upload completed Form through the Institution Portal in the area labeled “Substantive Change Request”.
- If requested by staff or substantive change evaluators, upload supporting documents to the area in the portal labeled “Substantive Change Additional Documents”.

Date Submitted: **10/25/2019**

Institution: **Lehman College**

Section A: Type of Substantive Change

Please check the type of substantive change. You must submit the Required Appendix by Substantive Change Type (See Section E).

- 1. Change in the Established Mission or Objectives of the Institution
- 2. Change in Legal Status, Form of Control, or Ownership
- 3. Significant Departure from Existing Educational Programs
- 4. Alternative Delivery Method
- 5. Direct Assessment/Competency Based Education Programs
- 6. Different Credential Level
- 7. Change from Clock Hours to Credit Hours
- 8. Substantial Increase or Decrease in Clock or Credit Hours
- 9. Contractual Arrangements
- 10. Establishment of Additional Locations
- 11. Establishment of a Branch Campus
- 12. Closure, Relocation, or Reclassification of a Site
- 13. Planned Institutional Closure
- 14. Experimental Sites Initiatives (ESI)/EQUIP with U.S. Department of Education

Section B: Institutional Standing with other Agencies

1. Has any other regional, national or disciplinary/professional accrediting agency asked for follow-up reporting from the institution, including any of its branch campuses, additional locations or other sites within the last two full academic years, including current year?
 NO YES

If yes, indicate the agency, reporting date of the next report **and** the topics to be reported:

Click or tap here to enter text.

2. Is the institution being monitored or reviewed by any federal agency, including the United States Department of Education, or any state agency for any reason, including any of its branch campuses, additional locations or other sites within the last two full academic years, including current year?
 NO YES

If yes, indicate the agency, due date of the next report **and** the topics to be reported:

Click or tap here to enter text.

Section C: Required Approvals for the Substantive Change

List and **provide documentation** for internal approvals (i.e. administrative, faculty, committees, board) and external approvals (i.e. system, state, out-of-state, international, national and/or specialized accreditors) required for the proposed substantive change noted in Section A above. **(Label attachments i.e. State Approval, Institutional Approval, etc.)**

1. Institutional Approvals

a. Are institutional approvals required? NO YES

b. If so, what is required:

[Click or tap here to enter text.](#)

c. Have they been obtained? (If yes, attach) NO YES N/A

***If not yet obtained but required, request form must be submitted after all institutional approvals are received.**

2. System Approvals

a. Are system approvals required? NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

[Click or tap here to enter text.](#)

3. State Approvals

a. Are state approvals required? NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

[Click or tap here to enter text.](#)

4. Legal, Contractual, or Other Required Approvals

a. Are any other legal, contractual, or other approvals required? (i.e. federal, out-of-state, international) NO YES

b. Have they been obtained? (If yes, attach) NO YES N/A

c. If not yet obtained but required, provide the status:

[Click or tap here to enter text.](#)

Section D: Substantive Change Request

Provide succinct and analytical answers to the following questions.

Introduction to the Proposed Substantive Change

1. Provide a brief overview of the proposed substantive change request.

Add post-Master's certificates.

Institutional Mission/Objectives and Rationale for Substantive Change

2. Institutional Mission and Objectives
 - a. Provide the institution's **current** mission statement.

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

- b. Describe how the proposed substantive change aligns with the institution's mission, referencing each of the types of substantive change noted above.

Teachers in the Bronx and surrounding community need to add new certifications to advance their careers and to extend their abilities to teach in different sub-specialties. This advanced certificate program enables New York State teachers to focus on the nature and needs of culturally and linguistically diverse gifted and talented students and on the best practices for teaching students with these characteristics. It enables Lehman College to advance its mission of serving "the Bronx and surrounding region as an intellectual, economic, and cultural center" while "embracing diversity."

3. Need for Proposed Substantive Change
 - a. Explain the need for the proposed substantive change, including descriptions of what analyses were conducted to consider benefits, costs, strengths and weaknesses associated with the proposed substantive change and how the institution concluded to move forward with the request.

Advanced certificates, such as this one, enable already certified (i.e., holders of Master's degrees) teachers to add additional sub-specialties to their teaching portfolios.

- b. Attach specific data that support the need for the substantive change. (i.e., student surveys, national trends, employment statistics, student demands, etc.) **(Label attachment Needs and Data Analysis)**

Ethics and Integrity

4. Describe how this proposed substantive change is consistent with the institution's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

All of CUNY's relevant policies (<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>) and Lehman College's policies (<http://www.lehman.edu/academics/policies.php>) apply to advanced certificates.

5. Describe how this proposed substantive change will continue to support a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

All of CUNY's relevant policies (<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>) and Lehman College's policies (<http://www.lehman.edu/academics/policies.php>) apply to advanced certificates.

6. Describe how the proposed substantive change will be honestly and truthfully conveyed in public relations announcements, advertisements, and in all materials and communications for internal and external constituents and include a timeline for communications.

Professional development network in the School of Education will be used to make connections to partner schools. As the market for this certificate is rather limited, no focused publicity campaign is planned. The program is advertised on the Lehman Website (<https://www.lehman.edu/online/giftedandtalentedcert.php>) and in the Graduate Bulletin (<http://lehman.smartcatalogiq.com/en/2017-2019/Graduate-Bulletin/Academic-Programs-and-Courses/Counseling-Leadership-Literacy-and-Special-Education/Online-Gifted-and-Talented-Certificate-Extension>).

Academic and Instructional Infrastructure

7. Faculty and/or Staffing Needs

- a. Describe faculty and/or staffing needs as they relate to the proposed substantive change.

Faculty, both full-time and from the College's pool of adjuncts, are available to teach the courses required in the program. The courses already exist.

- b. Provide analysis and discussion of faculty, staff, and administrative credentials and professional experience necessary to ensure successful implementation of the proposed substantive change.

The College offers well-qualified faculty active in student advising and mentorship, professional development, and research and scholarship. For most tenure-track faculty lines, the PhD or

equivalent terminal degree – based on CUNY guidance – is the minimum qualification. Lehman has established appropriate job descriptions and requirements for both full-time and part-time faculty, and continually works to ensure these are adhered to in appointments. The College is committed to recruiting and retaining a diverse faculty, particularly critical given Lehman’s status as a top-ranked vehicle of upward mobility among U.S. Minority-Serving Institutions (MSIs), and given the diversity of its student body. Since 2010, minority faculty at Lehman has increased ten percentage points from 26.9% (2010) to 37% (2018). Faculty of color represent 18% of full professors, 35% of associate professors, 47% of assistant professors, and 50% of lecturers. Even as enrollment has increased in recent years, Lehman has maintained a stable student-faculty ratio. In fall 2018 the student faculty ratio is 16:1.

Students

8. Student Population and the Student Experience

- a. Describe your institution’s **current** student population.

In Fall 2018, Lehman College had 12,639 undergraduate students and 2,148 graduate students. Overall student enrollment was 14,787. 61.7% of undergraduate students were enrolled full-time. 90.0% of graduate students were enrolled part-time. 68.1% of students were female and 31.9% were male. 50.9% of undergraduate students were ages 19-26. 48.3% of graduate students were ages 23-30 while an additional 33.8% were ages 35 and over. 53.0% of undergraduate students were Hispanic, 30.3% were Black/Non-Hispanic, 6.8% were White/Non-Hispanic, 7.0% were Asian/Pacific Islander. 37.2% of graduate students were Hispanic, 31.7% were Black/Non-Hispanic, 21.6% were White/Non-Hispanic, and 7.0% were Asian/Pacific Islander. 92.3% of undergraduate students were from New York State, including 59.9% from the Bronx. 96.4% of graduate students were from New York State, including 44.9% from the Bronx.

- b. Provide an analysis and discussion of how the student population will change as a result of the proposed substantive change.

Graduate enrollments may increase.

- c. Describe the student support programs and services associated with this proposed substantive change.

Lehman College offers a wide range of student services to ensure student success, persistence and program completion. Student support services such as advising, financial aid, counseling, instructional support services such as tutoring and writing, library and technology support services such as assistance with BlackBoard, are made available to all students. These services are made available to students via phone, video conferencing, online, and by means of extended office hours leveraging existing services.

- d. Provide an analysis of how this substantive change may impact the institution’s student achievement measures. Utilize relevant measures consistent with institutional mission and goals, and appropriate to programs (e.g. graduation and retention rates, placement rates,

licensure and examination rates), and briefly describe the processes and procedures the institution will use to ensure accuracy of student achievement measures.

Lehman College expands access and extends reach by offering advanced certificates aligned with our university mission of serving “the Bronx and surrounding region as an intellectual, economic, and cultural center” while “embracing diversity.” Advanced certificate programs allow the college to reach more potential students, primarily from the Bronx, fulfilling our mission. We meet students where they are by means of creating flexible learning paths to success. Our existing processes and procedures that ensure accuracy of student achievement measures are applied for all modes of instruction (in-person, online, hybrid). We expect 85% of students to complete the program in 4 semesters (1 course offered per semester). We expect at least 60% of the students who complete the program to become certified. Some students use the program only to qualify for salary increases which do not require certification (although such students decrease our formal achievement measure – certification rate – the College nonetheless supports their drive toward increased upward mobility). Anecdotally, others are unaware of the requirements for certification. We intend to improve our advisement concerning certification requirements, which we anticipate will raise the certification rate.

Educational Effectiveness Assessment

9. Assessment

- a. Indicate how the effectiveness of this substantive change will be assessed in the broader context of assessment practices at your institution.

Program- and Course-level assessments are conducted by the academic departments with assistance from the Office of Academic Programs and the Office of Institutional Research, Planning and Assessment. Assessments follow a six-stage assessment process instituted in 2018-2019. The Gifted and Talented program has clearly defined program outcomes. Faculty members in the program determine the set of criteria for assessing the outcomes, the methods (direct or indirect) for collecting assessment data; the analysis of the data, and use of the results to make improvements in the program. Each Gifted and Talented course has individual, detailed learning outcomes described in the course syllabus, which students receive on the first day of classes. The Department of Counseling, Leadership, Literacy and Special Education (CLLSE), where the Gifted and Talented program is housed, also participates in the School of Education’s (SoE) and Lehman College’s ongoing assessment cycle of student learning, which includes both formative and summative methods. The SoE, which maintains national accreditation for its programs, has been a pioneer of assessment best practices at Lehman College, and the Gifted and Talented online program follows the same established assessment protocols as other SoE programs. Online, hybrid or face-to-face programs and courses are required to follow the same processes and procedures for the development and approval of learning outcomes. Outcomes are developed in accordance with accreditor recommendations, where appropriate, and faculty and school curriculum committees approve these outcomes. The means of assessing student learning are selected by the faculty member to align with the learning objectives for each Gifted and Talented course. The Gifted and Talented coordinator, the CLLSE department and the Gifted and Talented faculty work collaboratively to address the quality of assessment methods in the these online courses. The online program follows the same process for ensuring the

appropriateness of assessment methods as on-campus programs. In addition, each semester, both in-class and online courses are evaluated using Lehman College's Student Evaluation of Teaching and Learning (SETL) questions. The online courses are assessed through additional questions on the SETL survey which focus on two key areas: the quality of online learning experiences and students' perception of the rigor of the course and the level of interactivity. Effective use of evaluation 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 evaluation. The Gifted and Talented program coordinator regularly monitors program effectiveness through the following: student evaluations, syllabi review, instructional methods and the individual course-based evaluations (student success in coursework). Since Gifted and Talented courses are closely monitored by the program coordinator, she is able to uncover and recognize both strengths and areas needing further development in the teaching and in the performance of our Gifted and Talented students across courses. Lastly, the Gifted and Talented program coordinator is in regular communication with her instructors to do "check-in assessments" and to discuss the program and those areas that are working and those areas that are not, and appropriate changes are then made.

- b. Describe how the institution will engage in the periodic assessment of the impact of the substantive change.

In addition to annual program- and course-level assessment conducted by the academic departments, there are major program reviews conducted every 5 years (<http://www.lehman.cuny.edu/office-academic-programs/academic-program-review.php>).

- c. Attach assessment documentation as appropriate. **(Label attachment Assessment)**

Planning, Resources, and Institutional Improvement

10. Enrollment Projections

- a. Provide an analysis of enrollment projections associated with the proposed substantive change.

Approximately 15 - 20 new students are expected to be enrolled each year.

- b. Attach three-year enrollment projections as they relate to the proposed substantive change. **(Label attachment Enrollment Projections)**

11. Financial Analysis

- a. Provide an analysis of the financial impact of the proposed substantive change. Analysis must include: how the institution will manage its resources to achieve its mission and overall student learning immediately after approval of the proposed substantive change and into the foreseeable future; and an analysis of risk factors that might impact the successful implementation of the proposed substantive change.

Financial impact on the institution is minimal. This change is more about improving the credentialing of existing teachers.

- b. Attach a three-year financial plan, associated with the proposed substantive change, with projections of costs and revenues, based on realistic, justifiable assumptions. (Label attachment **Financial Projections**).

12. Organizational Planning and Capacity

- a. Provide analysis and discussion of how the institution plans to ensure overall stability and quality including adequate and efficient utilization of resources.

The department and school dean will supervise this certificate as they do all programs.

- b. Describe how the institution will provide oversight of the proposed substantive change.

The department and school dean will supervise this certificate as they do all programs. Deans report to the Provost.

13. Will the proposed substantive change involve a contract with any third-party provider?

NO YES

If yes, describe. [Click or tap here to enter text.](#)

If the third-party provider will be delivering 25% or more of an academic program also complete a separate substantive change request for **Contractual Arrangements**.

14. Impact of Substantive Change

- a. Discuss the expected impact of this proposed substantive change on the institution, other than enrollment, financial, mentioned above.

Increased ability to serve our students and community.

- b. Provide an analysis and description about how the institution will ensure that there are adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support the proposed substantive change? (Label attachment **Facilities**)

Facilities already exist. As this program is entirely online, no additional classroom space is needed. CUNY uses BlackBoard to host online classes; there is sufficient bandwidth to accommodate increase programs and courses. The Office of Online Education is available for support, consisting of a Director, a Faculty Development Consultant, an Educational Technologist/Instructional Designer and an affiliated Student Enrollment Specialist.

15. Timeline

- a. Provide a timeline of the proposed substantive change with critical milestones which include the anticipated effective date. (Label attachment **Timeline**)

Governance, Leadership, and Administration

16. Organizational Structure

- a. Describe how the proposed substantive change fits within the institution's organizational structure.

The program is run by an academic department within an academic school under the Office of the Provost for Academic Affairs and Student Success. Changes to the program must be approved by the Graduate Studies Committee, the Lehman College Senate and CUNY; New York State approval may also be required for extensive changes.

- b. Attach the institution's organizational chart as it relates to the proposed substantive change.
(Label attachment Org Chart)

17. Governance Structure

- a. Describe how the institution's governance structure will ensure representation by institutional stakeholders.

The Graduate Studies Committee is appointed by the Lehman Senate. This committee consists of 6 faculty, 3 students and 1 administrator. The Lehman Senate is composed of 51 faculty, 34 students, 5 non-teaching instructional staff members and 12 administrators.

- b. Describe how the institution, the Governing Board, and other governing bodies will operate with sufficient autonomy to enable the institution to meet its mission and educational purposes.

As Lehman College is a senior college within The City University of New York, its governance structure is complex and multilayered. The overall governance structure of The City University of New York is established by New York State Education Law, which creates the Board of Trustees of The City University of New York. The Board includes 16 voting members, ten appointed by the Governor of New York State, five appointed by the Mayor of New York City, and the Chair of the University Student Senate, who serves ex officio. The Chair of University Faculty Senate is a non-voting, ex officio member. The Board of Trustees, in turn, has adopted the CUNY Bylaws.

The Bylaws spell out the structure and organization of the Board including: its committees and their membership; duties and responsibilities of the University Chancellor; and duties and responsibilities of CUNY Presidents, including the President of Lehman College. In accordance with CUNY Bylaws, College Presidents report to the Chancellor, acting as the executive agent of the Board of Trustees through the Chancellor.

The College's internal governance structures – including the Senate, General Faculty, Faculty Personnel and Budget Committee, and student government – operate in accordance with the Bylaws and written policies of the Board of Trustees, the College's Documents of Governance, and administrative direction received from CUNY Central administration.

Section E: Required Appendices by Substantive Change Type

You must complete the appropriate Appendix of substantive change that is related to the request. Failure to submit this required additional information relating to the Substantive Change will result in your request being considered incomplete and the Commission will reject the request.

1. Change in the Established Mission or Objectives of the Institution – See [Appendix 1](#)
2. Change in Legal Status, Form of Control, or Ownership - See [Appendix 2](#)
3. Significant Departure from Existing Educational Programs – See [Appendix 3](#)
4. Alternative Delivery Method – See [Appendix 4](#)
5. Direct Assessment/Competency Based Education Programs - See [Appendix 5](#)
6. Different Credential Level – See [Appendix 6](#)
7. Change from Clock Hours to Credit Hours – See [Appendix 7](#)
8. Substantial Increase or Decrease in Clock or Credit Hours – See [Appendix 8](#)
9. Contractual Arrangements – See [Appendix 9](#)
10. Establishment of Additional Locations – See [Appendix 10](#)
11. Establishment of a Branch Campus – See [Appendix 11](#)
12. Closure, Relocation, or Reclassification of a Site – See [Appendix 12](#)
13. Planned Institutional Closure See [Appendix 13](#)
14. Experimental Sites Initiatives (ESI)/EQUIP with U.S. Department of Education - See [Appendix 14](#)

Section F: Checklist and Certifications

By signing and submitting this *Substantive Change Request Form*, the individual below certifies that:

- The *Substantive Change Policy* and *Substantive Change Procedures* have been reviewed.
- The information included in the substantive change request form is accurate at the time of submission.
- The institution will notify the Commission of subsequent, significant developments that could affect the Commission's decision.
- The substantive change request form, including the appropriate appendix/(ces) has been completed in its entirety.
- Supporting documents are appropriately labeled to facilitate the review.
- The submission of this request for review by the Commission has been authorized by the appropriate individuals at the institution.
- The institution understands that prior approval of all substantive changes before implementation is required by the Commission.
- The institution understands that retroactive approval will not be included within the scope of the institution's accreditation status.
- The substantive change request does not adversely affect the institution's compliance with the Commission's standards for accreditation, requirements of affiliation, and policies and procedures, and federal compliance requirements.
- The institution understands that the Commission reserves the right to reject incomplete requests.
- The institution understands that it must provide immediate notification of any outstanding information (for example, a site visit, evidence of appropriate approvals, etc.), and it is the responsibility of the institution to ensure all conditions have been met and that the Commission has received all necessary documentation.
- The institution understands that the Commission may take action in accordance with its Accreditation Actions Policy and Accreditation Actions Procedures.

The Substantive Change Request Form must be submitted by the institution's Accreditation Liaison Officer (ALO)

Provide Name, Title, Email, and Phone Number of (ALO) submitting this request:

Name: Vincent Prohaska

Title: Interim Vice Provost for Academic Programs

Email: vincent.prohaska@lehman.cuny.edu

Phone Number: 718-960-1120

Please sign by typing the name of the Accreditation Liaison Officer (ALO) or including an electronic signature of the ALO in the space provided:

Signature of ALO: Vincent Prohaska

INSTRUCTIONS FOR APPENDICES:

For Microsoft Word 2013, 2016 or later users

1. Left click on the triangle on the left of the appendix or appendices to expand the section for the specific type of substantive change. If you cannot see the triangle, tap or place your cursor in the heading to see the triangle. You can also right-click the heading and click expand/collapse.
2. Delete the appendices that are not related to this request by highlighting the appendices and pressing delete.
3. Do not change the numbers affiliated with each Appendix, even if the order of the submitted Appendices is not in numerical order.

For other Microsoft Word users

1. Delete appendices that are not related to this request by highlighting the appendices and pressing delete.

Appendix 6: Different Credential Level

You must submit a separate request form for each program.

Check the appropriate boxes:

For definitions of credential levels, please see **IPEDS glossary** at:

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

Credential level of proposed program(s)	Currently approved credential level(s)
<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (<1 year) <input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=1 year, <2 years) <input type="checkbox"/> Associate's or equivalent <input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=2 years, <=4 years) <input type="checkbox"/> Bachelor's or equivalent <input type="checkbox"/> Post-baccalaureate Award/Certificate/Diploma <input type="checkbox"/> Master's or equivalent <input checked="" type="checkbox"/> Post-master's Award/Certificate/Diploma <input type="checkbox"/> Doctor's – Professional Practice <input type="checkbox"/> Doctor's – Research/Scholarship <input type="checkbox"/> Doctor's – Other	<input type="checkbox"/> Postsecondary Award/Certificate/Diploma (<1 year) <input type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=1 year, <2 years) <input type="checkbox"/> Associate's or equivalent <input checked="" type="checkbox"/> Postsecondary Award/Certificate/Diploma (>=2 years, <=4 years) <input checked="" type="checkbox"/> Bachelor's or equivalent <input checked="" type="checkbox"/> Post-baccalaureate Award/Certificate/Diploma <input checked="" type="checkbox"/> Master's or equivalent <input type="checkbox"/> Post-master's Award/Certificate/Diploma <input type="checkbox"/> Doctor's – Professional Practice <input type="checkbox"/> Doctor's – Research/Scholarship <input type="checkbox"/> Doctor's – Other

The Commission requires prior approval for the first two programs offered at each credential level. Is this the first or second program?

1st proposed program to be offered via this credential level

Name of program as it would appear in the institution's catalog:

[Click or tap here to enter text.](#)

2nd proposed program to be offered via this credential level

Name of program as it would appear in the institution's catalog:

Advanced Certificate in Gifted Education

The institution certifies that it used acceptable and consistent methods for assigning credit hours to this program of study.

The institution certifies that it used acceptable and consistent methods for assigning credit hours to this program of study.

Please answer each question in this section:

1. Provide the following attachments:

Curriculum and course offerings for the proposed program, including information about course sequencing **(Label attachment Curriculum)**

Course descriptions **(Label attachment Courses)**

Learning outcomes with expected timeline for student completion **(Label attachment Outcomes)**

2. Provide a description of procedures, requirements or policies that may change (e.g., admissions criteria, graduation requirements, etc.).

No changes in procedures, requirements or policies are anticipated.

3. If not described above, describe faculty, staff, and administrative credentials and professional experience necessary to ensure successful implementation of the proposed substantive change
4. Please provide, very briefly, any additional information that may be helpful to the Commission regarding this substantive change.

[Click or tap here to enter text.](#)

Discontinuation of the Music, BS offered by the Music department.

RESOLVED: Discontinuation of the following Music, BS (Program Code: 02597, HEGIS Code: 1004.00) program, effective Fall 2016.

EXPLANATION:

This program has been inactive for some time and is not needed. It also duplicates an existing program.

Date of Music Department Approval: December 10, 2015

Date of Senate Approval: March 9, 2016

AI.10

Graduate Curricula

Gifted Education Extension, Advanced Certificate offered by the Counseling, Leadership, Literacy and Special Education department.

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RESOLVED: The following Gifted Education Extension, Advanced Certificate (Program Code: 31157, HEGIS Code: 0811.00) program leading to Initial or Professional Certification in Gifted Education, be offered in the Distance Education Format, effective Summer 2016.

EXPLANATION:

The program Gifted Education Extension, Advanced Certificate leading to Initial or Professional Certification in Gifted Education will be offered in a Distance Education Format.

AI.11

Graduate Curricula

Discontinuation of Obsolete Educator Preparation Programs offered in the School of Education.

RESOLVED: Discontinuation of the following Obsolete Educator Preparation Programs, effective Fall 2016. The following registered post baccalaureate programs that have not been used in the last five academic years or have become obsolete



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF HIGHER EDUCATION
Office of College and University Evaluation
Room 989 EBA
89 Washington Avenue
Albany, New York 12234
Tel. (518) 474-1551

August 3, 2016

Dr. Ricardo R. Fernandez
President
City University of New York
Herbert H. Lehman College
250 Bedford Park Boulevard West
Bronx, NY 10468

Proposal 2016-0687
Program 31157

Dear President Fernandez:

I write in response to Executive Vice Chancellor Rabinowitz's correspondence of May 3, 2016, requesting the addition of the distance education format to the registered teacher preparation program Gifted Education, leading to the Advanced Certificate and initial/professional certification in gifted education extension, at CUNY Lehman College.

I am pleased to inform you that on the basis of our review the requested addition is approved, as detailed on the attached listing from the Inventory of Registered Programs.

Sincerely,

Barbara Downs
Associate in Teacher Education

cc: Executive Vice Chancellor Rabinowitz
Ekaterina Sukhanova
Mark Casazza
Dean Fayne
Leslie E. Templeman, Director

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS
REGISTRATION CHANGE REPORT

08/03/2016

332000 CUNY LEHMAN COLLEGE

PROG CODE	PROGRAM TITLE	HEGIS	AWARD
31157	GIFTED EDUCATION	0811.00	ADV CRT
	FORMAT ADDED	- DSTED	
	FORMAT ADDED	- STD	

Advanced Certificate in Gifted Education

Needs and Data Analysis

The New York State Department of Labor's Long-Term Occupational Employment Projections, 2016-2026, list the employment prospects for all special education teachers as "favorable." Gifted and Talented Education is one small component of special education. Although a relatively small number of working teachers are expected to seek this specific certification, advanced certificates of all types add to teachers' credentials and broaden their employment opportunities.

Enrollment – Actual and Projected – Gifted Advanced Cert

Actual

Fall 2016	5
Fall 2017	15
Fall 2018	10

Projected

Fall 2019	10 - 20
Fall 2020	10 - 20
Fall 2021	10 - 20

Although we anticipate fairly steady demand from teachers who want to add this specialization; we do not expect the demand to either increase or decrease substantially.

**Advanced Certificate in Gifted Education
Three Year Financial Projection**

Year	Projected number students starting program	Cost of Instruction* 12 credits (4 courses)	Revenue 12 credits (6 credits/semester) \$5460 per student
2019-2020	15	16,000	81,900
2020-2021	15	16,000	81,900
2021-2022	15	16,000	81,900
Total		48,000	245,700

*Courses taught predominantly by adjunct faculty estimated @ \$4,000 per course

Timeline - Gifted

The program was approved locally and began admitting students in fall, 2016. As part of the preparation for MSCHE reaccreditation in spring 2019 it was discovered that this was the College's second fully online program (an online BS in Nursing had begun in 2014) and that a substantive change form had not been submitted to MSCHE. This submission seeks to correct that omission.

**LEHMAN COLLEGE
ORGANIZATION CHART
ONLINE CERTIFICATE IN GIFTED AND TALENTED EDUCATION**

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Advanced Certificate in Gifted
Education

Online Gifted and Talented Certificate Extension

A 12-credit Extension in Teaching Students who are Gifted and Talented is offered online and available to any qualified candidate who already holds a New York State Initial/Professional Certificate as a teacher in Early Childhood (Birth to Grade 2), Childhood (Grades 1-6), or Middle and High School Education (English, Math, Science, or Social Studies Grades 7-12); TESOL (Birth - Grade 12); Literacy Studies; or Special Education.

The program is designed for certified teachers who would want to:

Add a Gifted Education NYS Certification to their list of credentials;

Understand the psychology, characteristics, and abilities of gifted students in an inclusive setting; and/or

Learn instructional strategies for high potential students.

The extension courses focus on the nature and needs of culturally and linguistically diverse gifted and talented students and on best practices for teaching students with these characteristics. Each course requires 10 to 15 hours of observation and fieldwork and candidates' access to a computer and the internet.

EDS 725	Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclu	3
EDS 726	Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive a	3
EDS 727	Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented	3
EDS 728	Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home	3

EDS 725 Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclu

An in-depth study of the nature and needs of gifted and talented culturally and linguistically diverse children and adolescents in inclusive and gifted classrooms. History, models, and theories of gifted education, characteristics of the gifted and talented, identification and prevalence, comorbidity with disabilities, factors that enhance or inhibit gifted development, and national and State standards. 10 hours of observation of inclusive and gifted classes and/or agency programs at the developmental level corresponding to the teaching certificate held.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

New York State Teaching Certificate or Reciprocal State Teaching Certificate.

EDS 726 Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive a

Formal and informal assessment of culturally and linguistically diverse gifted and talented students in inclusive and gifted classes. Tools and methods for identifying and assessing gifted and talented students. 15 hours of fieldwork in assessment of gifted learners.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

EDS 725 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

EDS 727 Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented

Established best practices in the instruction of culturally and linguistically diverse gifted and talented K-12 students in inclusive and gifted classes including models of enrichment, acceleration, differentiated instruction, and technology applications. Modify and adapt curricula to challenge and assist gifted students in learning to their highest levels of achievement within the framework of national and state standards. 15 hours of fieldwork in direct instruction of gifted and talented students at the developmental level corresponding to the teaching certificate held.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

EDS 726 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

EDS 728 Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home

Collaboration with school staff, families, and the community to provide appropriate instruction and leisure activities for culturally and linguistically diverse gifted and talented students. 10 hours of fieldwork in consultation and collaboration with educators, families and community agencies.

Credits: 3

Hours: 3

Offered: Fall-Spring

Prerequisite

EDS 727 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

Outcomes – Gifted Education

The advanced certificate is designed for certified teachers who would want to add a Gifted Education NYS Certification to their list of credentials.

Upon completion of the program, students will be able to:

- Demonstrate understanding of the psychology, characteristics, and abilities of gifted students in an inclusive setting and of the needs of culturally and linguistically diverse gifted and talented students.
- Demonstrate the ability to use instructional strategies for high potential students that are based on best practices for teaching students with these characteristics.