LEHMAN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN

ORGANIZATIONAL LEADERSHIP

LEADING TO THE

MASTER OF SCIENCE DEGREE

SPONSORED BY
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY,
AND SPECIAL EDUCATION (CLLSE)
Approval: February 10, 2016

APPROVED BY
LEHMAN COLLEGE FACULTY SENATE
Approval: May 4, 2016

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

Contact Person:
Dr. Janet R. DeSimone (Coordinator and Faculty, Educational Leadership Programs)
718.960.4993 (phone)
janet.desimone@lehman.cuny.edu

Provost’s Signature: ______________________________________________________________

Provost’s Name: _________________________________________________________________
## TABLE OF CONTENTS

**EXECUTIVE SUMMARY** ........................................................................................................... 3

**ABSTRACT** ................................................................................................................................. 4

**PURPOSE AND GOALS** .............................................................................................................. 5

**NEEDS AND JUSTIFICATION** .................................................................................................. 8

**STUDENTS**  
- Evidence of Student Interest and Sources of Potential Students ............................................. 11  
- Projected Five-Year Enrollment .................................................................................................. 12  
- Admission Requirements for the MSOL Program ...................................................................... 12

**CURRICULUM** ............................................................................................................................ 16

**COST ASSESSMENT**  
- A. Faculty .................................................................................................................................. 17  
- B. Facilities and Equipment .......................................................................................................... 22  
- C. Library and Instructional Materials ........................................................................................... 23

**BUDGET TABLE (FIRST FIVE YEARS)** ..................................................................................... 24

**EVALUATION**  
- A. Internal Evaluation and Outcomes ......................................................................................... 27  
- B. External Evaluation ..................................................................................................................... 29

**APPENDICES:**

- Appendix A – New Course Proposals ......................................................................................... 31  
- Appendix B – Syllabi for New Courses ......................................................................................... 51  
- Appendix C – Program Scheduling (SED Table 1.b) ................................................................... 64  
- Appendix D – Faculty F/T and P/T Teaching Assignments (SED Tables 2 and 3) ....................... 65  
- Appendix E – Faculty to be Hired (SED Table 4) ....................................................................... 70  
- Appendix F – Projected Five-Year Expenditures Table ............................................................... 71  
- Appendix G – Projected Revenue Table ......................................................................................... 72  
- Appendix H - Projected Capital Expenses - Not Applicable .......................................................... 74  
- Appendix I – Student Survey and Results ..................................................................................... 75  
- Appendix J – External Evaluator CV .............................................................................................. 79  
- Appendix K - External Evaluation Report ...................................................................................... 108  
- Appendix L - College Response to External Evaluation .............................................................. 116  
- Appendix M – Required Qualifications for New Hire (Instructor Position) ............................... 119
EXECUTIVE SUMMARY

Lehman College’s proposed 30-credit master of science in organizational leadership (MSOL) program is 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.

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.

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. 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. In addition, the proposed MSOL program 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. Lehman College’s MSOL program will radically impact the needs of not one, but several professions, through this experiential, interdisciplinary program.

The proposed 30-credit curriculum is intended to give students a strong and diverse background in leadership skills. 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, and students will be required to complete an action research project, focusing on a problem of practice, working alongside faculty mentors. 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.
The MSOL 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. 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. At the beginning of the second year of the MSOL program, 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. 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.

We expect that the MSOL graduate program will be self-sustaining within its first year, and given the anticipated student enrollment, could adequately fund an additional faculty member at the instructor rank in its second year. 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.). (Please see the full proposal for detailed enrollment, projected revenue and expenditure calculations.)

There are multiple goals for the MSOL program, but the main outcomes for the program are as follows: 1) prepare candidates who can create, articulate, implement, inspire, and communicate a vision for an organization; 2) prepare candidates who can communicate and build effective partnerships; 3) prepare candidates to harness human ingenuity, technology and environmental change to foster continuous learning and competitive advantage; 4) enhance candidates' capacity for unleashing human potential and generating motivation; 5) 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; and 6) develop candidates who demonstrate scholarship and service.

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 Lehmans 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;
Enhance candidates' capacity for unleashing human potential and generating motivation;

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;

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;

Develop candidates who are critical thinkers;

Develop candidates who understand issues associated with diversity (LUTE);

Develop candidates who have the ability and versatility to create optimal learning experiences staff (LUTE);

Develop candidates who demonstrate scholarship and service (LUTE);

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:
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 $45,487 salary. A New York resident in the same position, with the same skills will earn a 13% 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+

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall New</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Fall Continuing</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall Total</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Winter New</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Winter Continuing</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Spring New</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Spring Continuing</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Summer New</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Summer Continuing*</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Proposed Faculty For Course(s) and Certificates/Licenses; Highest Degree Earned; and Other Relevant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 801: Holistic Leadership (4 hrs., 4 crs.)</td>
<td>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</td>
</tr>
<tr>
<td>EDL 804: Leading for Strategic Change (4 hrs., 4 crs.)</td>
<td>Dr. Janet R. DeSimone, Associate Professor Department of Counseling, Leadership, Literacy and Special</td>
</tr>
<tr>
<td>EDL 805: Program Development and Evaluation (4 hrs., 4 crs.)</td>
<td>Certificates/Licenses: Certificate in Educational Administration, Graduate School of Education Harvard University</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.)</td>
<td>*Faculty will depend on the specialized field (e.g., education, social work, etc.), where student works and is pursuing action research.</td>
</tr>
<tr>
<td>*EDL 803: Communication and Teamwork (3 hrs., 3 crs.)</td>
<td>*EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.)</td>
</tr>
<tr>
<td>Dr. Rosa Rivera-McCutchen, Assistant Professor</td>
<td>Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</td>
</tr>
<tr>
<td>Highest Degree: Ed.D., Educational Leadership (higher education concentration), St. John's University</td>
<td>Relevant Experience: Director of Development/Grants Writer, Vaughn College</td>
</tr>
<tr>
<td>Relevant Experience: Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC.</td>
<td>Relevant Experience: Instructor, Research and Evaluation Course, School of Public Affairs Baruch College</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>EDL 802</td>
<td>Ethical Leadership (4 hrs., 4 crs.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 807</td>
<td>Leveraging Human Capital (4 hrs., 4 crs.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

**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


2012 National Academic Advising Association (NACADA) Region 1 Conference – “Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising”
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, 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, 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

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Total 2016-2017</th>
<th>Third Year</th>
<th>Total 2017-2018</th>
<th>Fourth Year</th>
<th>Total 2018-2019</th>
<th>Fifth Year</th>
<th>Total 2019-2020</th>
<th>Total 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>28 students @ $434 for 9 credits</td>
<td>$109,368</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2017</td>
<td>25 students @ $434 for 3 credits</td>
<td>$32,550</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>24 students @ $434 for 9 credits</td>
<td>$93,744</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2017</td>
<td>23 students @ $434 for 9 credits</td>
<td>$89,838</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total 2016-2017</strong></td>
<td><strong>$325,500</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>28 students @ $443 for 9 credits</td>
<td>$111,636</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2018</td>
<td>25 students @ $443 for 3 credits</td>
<td>$33,225</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>24 students @ $443 for 9 credits</td>
<td>$95,688</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2018</td>
<td>23 students @ $443 for 9 credits</td>
<td>$91,701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total 2017-2018</strong></td>
<td><strong>$332,250</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>28 students @ $452 for 9 credits</td>
<td>$113,904</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2019</td>
<td>25 students @ $452 for 3 credits</td>
<td>$33,900</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2019</td>
<td>24 students @ $452 for 9 credits</td>
<td>$97,632</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2019</td>
<td>23 students @ $452 for 9 credits</td>
<td>$93,564</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total 2018-2019</strong></td>
<td><strong>$339,000</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2019</td>
<td>28 students @ $461 for 9 credits</td>
<td>$116,172</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2020</td>
<td>25 students @ $461 for 3 credits</td>
<td>$34,575</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2020</td>
<td>24 students @ $461 for 9 credits</td>
<td>$99,576</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2020</td>
<td>23 students @ $461 for 9 credits</td>
<td>$95,427</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total 2019-2020</strong></td>
<td><strong>$345,750</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td>28 students @ $470 for 9 credits</td>
<td>$118,440</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2021</td>
<td>25 students @ $470 for 3 credits</td>
<td>$35,250</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2021</td>
<td>24 students @ $470 for 9 credits</td>
<td>$101,520</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2021</td>
<td>23 students @ $470 for 9 credits</td>
<td>$97,290</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total 2020-2021</strong></td>
<td><strong>$352,500</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5: Projected Expenditures for the MSOL Graduate Program
(Please see notes at the end of the table.)

<table>
<thead>
<tr>
<th>First Year (fall, winter, spring and summer semesters)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONNEL</td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>*$26,848</td>
</tr>
<tr>
<td>(includes four instructor-level adjuncts @ $2918 per course – $11,672)</td>
<td></td>
</tr>
<tr>
<td>(includes three assistant professor-level adjuncts @ $3309 per course - $9,927)</td>
<td></td>
</tr>
<tr>
<td>Non-instructional Adjunct - Level I (consulting services)</td>
<td>$9673</td>
</tr>
<tr>
<td>($38.91 per hour plus 24.3% fringe benefits for a total of 200 hours)</td>
<td></td>
</tr>
<tr>
<td>Reassigned time/program coordination (three credits)</td>
<td>$18,406</td>
</tr>
<tr>
<td>(associate professor mid-range salary; 43% fringe benefits)</td>
<td></td>
</tr>
<tr>
<td>(based on Lehman formula - Provost’s office)</td>
<td></td>
</tr>
<tr>
<td>TOTAL PERSONNEL</td>
<td>$54,927</td>
</tr>
<tr>
<td>NON-SALARY COSTS</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>$3,000</td>
</tr>
<tr>
<td>TOTAL NON-SALARY COSTS</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>YEAR ONE: TOTAL EXPENDITURES</strong></td>
<td>$57,927</td>
</tr>
</tbody>
</table>

| 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) |  |

25
<table>
<thead>
<tr>
<th></th>
<th>Fourth Year (fall, spring, and summer semesters)</th>
<th>Fift Year (fall, spring, and summer semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONNEL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td><strong>$15,480</strong></td>
<td><strong>$15,480</strong></td>
</tr>
<tr>
<td></td>
<td>(includes two instructor-level adjuncts @ $2918 per course - $5,836)</td>
<td>(includes two instructor-level adjuncts @ $2918 per course - $5,836)</td>
</tr>
<tr>
<td></td>
<td>(includes two assistant professor-level adjuncts @ $3309 per course - $6,618)</td>
<td>(includes two assistant professor-level adjuncts @ $3309 per course - $6,618)</td>
</tr>
<tr>
<td>Instructor</td>
<td><strong>$86,437</strong></td>
<td><strong>$86,437</strong></td>
</tr>
<tr>
<td>(total 27 hours teaching and coordination time)</td>
<td>(total 27 hours teaching and coordination time)</td>
<td>(total 27 hours teaching and coordination time)</td>
</tr>
<tr>
<td>TOTAL PERSONNEL</td>
<td><strong>$101,917</strong></td>
<td><strong>$101,917</strong></td>
</tr>
<tr>
<td>NON-SALARY COSTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>$3,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>TOTAL NON-SALARY COSTS</td>
<td>$3,000</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>YEAR FOURTH: TOTAL EXPENDITURES</strong></td>
<td><strong>$104,917</strong></td>
<td><strong>YEAR FIVE: TOTAL EXPENDITURES</strong></td>
</tr>
</tbody>
</table>

*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.

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

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

Peer Evaluation
Each semester, untenured full-time and all part-time faculty members undergo a peer observation process. This process includes a pre-planning meeting between the faculty members and the peer observer and involves a discussion of the classroom lesson to be observed, as well as any challenges, issues, or questions, the faculty may be facing and on which she/he is seeking feedback. The pre-planning meeting allows the faculty member a voice in guiding the actual observation, and the observation becomes a collaborative process and cohesive dialogue between two instructional colleagues. After the observation occurs, the faculty members meet for a post-observation meeting, where the class lesson is carefully and systematically analyzed. Strengths, weaknesses, existing opportunities, and follow-up suggestions are thoroughly discussed at this time.

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

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

Dr. Corey Seemiller
Assistant Professor, Leadership Studies in Education and Organizations
Wright State University, Dayton, Ohio
References


APPENDIX A

NEW COURSE PROPOSALS

MASTER'S DEGREE IN ORGANIZATIONAL LEADERSHIP

LEHMANN 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.  

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 801</td>
</tr>
<tr>
<td>Course Title</td>
<td>Holistic Leadership</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g.)</td>
<td>N/A</td>
</tr>
<tr>
<td>Writing Intensive, WAC, etc)</td>
<td>XX</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----</td>
</tr>
<tr>
<td>General Education Component</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

2. 

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 802</td>
</tr>
<tr>
<td>Course Title</td>
<td>Ethical Leadership</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
<tr>
<td></td>
<td>_____ English Composition</td>
</tr>
<tr>
<td></td>
<td>_____ Mathematics</td>
</tr>
<tr>
<td></td>
<td>_____ Science</td>
</tr>
<tr>
<td></td>
<td>_____ Flexible</td>
</tr>
</tbody>
</table>
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
1. **Type of change**: New Course

2. | Department(s) | COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 803</td>
</tr>
<tr>
<td>Course Title</td>
<td>Communication and Team Work</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Hours</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
<tr>
<td></td>
<td>_____ English Composition</td>
</tr>
<tr>
<td></td>
<td>_____ Mathematics</td>
</tr>
<tr>
<td></td>
<td>_____ Science</td>
</tr>
<tr>
<td></td>
<td>_____ Flexible</td>
</tr>
<tr>
<td></td>
<td>_____ World Cultures</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate  [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 804</td>
</tr>
<tr>
<td>Course Title</td>
<td>Leading for Strategic Change</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| General Education Component | XX Not Applicable  
| | ____ Required  
| | _____ English Composition  
| | _____ Mathematics  
| | _____ Science  
| | ____ Flexible  
| | _____ World Cultures  
| | _____ US Experience in its Diversity  

37
3. **Rationale**: Required course for new Master of Science/Organizational Leadership Program.

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

5. **Date of Departmental Approval**: February 10, 2016
1. **Type of change:** New Course

2. | Department(s) | COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate  [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 805</td>
</tr>
<tr>
<td>Course Title</td>
<td>Program Development and Evaluation</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX  Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
<tr>
<td></td>
<td>_____ English Composition</td>
</tr>
<tr>
<td></td>
<td>_____ Mathematics</td>
</tr>
<tr>
<td></td>
<td>_____ Science</td>
</tr>
<tr>
<td></td>
<td>_____ Flexible</td>
</tr>
</tbody>
</table>
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
1. **Type of change:** New Course

2. | Department(s) | COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 806</td>
</tr>
<tr>
<td>Course Title</td>
<td>Managing Financial Resources</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX Not Applicable</td>
</tr>
<tr>
<td>____ Required</td>
<td></td>
</tr>
<tr>
<td>____ English Composition</td>
<td></td>
</tr>
<tr>
<td>____ Mathematics</td>
<td></td>
</tr>
<tr>
<td>____ Science</td>
<td></td>
</tr>
</tbody>
</table>
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
1. **Type of change:** New Course

2.

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 807</td>
</tr>
<tr>
<td>Course Title</td>
<td>Leveraging Human Capital</td>
</tr>
<tr>
<td>Description</td>
<td>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.)</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
<tr>
<td></td>
<td>_____ English Composition</td>
</tr>
<tr>
<td></td>
<td>_____ Mathematics</td>
</tr>
</tbody>
</table>

43
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.

5. **Date of Departmental Approval**: February 10, 2016
1. **Type of change:** New Course

2. | Department(s) | COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate  [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 808</td>
</tr>
<tr>
<td>Course Title</td>
<td>Leadership Seminar I: Needs Assessment</td>
</tr>
<tr>
<td>Description</td>
<td>In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Hours</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| General Education Component | XX  Not Applicable  
| | ______ Required  
| | ______ English Composition  
| | ______ Mathematics  
| | ______ Science  
| | ______ Flexible  
| | ______ World Cultures  
| | ______ US Experience in its Diversity }
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
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.

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate  [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 809</td>
</tr>
<tr>
<td>Course Title</td>
<td>Leadership Seminar II: Literature/Research</td>
</tr>
<tr>
<td>Description</td>
<td>In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Hours</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX Not Applicable</td>
</tr>
<tr>
<td></td>
<td>[ ] Required</td>
</tr>
<tr>
<td></td>
<td>[ ] English Composition</td>
</tr>
<tr>
<td></td>
<td>[ ] Mathematics</td>
</tr>
<tr>
<td></td>
<td>[ ] Science</td>
</tr>
<tr>
<td></td>
<td>[ ] Flexible</td>
</tr>
<tr>
<td></td>
<td>[ ] World Cultures</td>
</tr>
<tr>
<td></td>
<td>[ ] US Experience in its Diversity</td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [XX] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[XX] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>EDL 810</td>
</tr>
<tr>
<td>Course Title</td>
<td>Leadership Seminar III: Implementation Plan</td>
</tr>
<tr>
<td>Description</td>
<td>In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Hours</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>General Education Component</td>
<td>XX Not Applicable</td>
</tr>
<tr>
<td></td>
<td>[ ] Required</td>
</tr>
<tr>
<td></td>
<td>[XX] English Composition</td>
</tr>
<tr>
<td></td>
<td>[XX] Mathematics</td>
</tr>
<tr>
<td></td>
<td>[XX] Science</td>
</tr>
<tr>
<td></td>
<td>[XX] Flexible</td>
</tr>
<tr>
<td></td>
<td>[XX] World Cultures</td>
</tr>
<tr>
<td></td>
<td>[XX] US Experience in its Diversity</td>
</tr>
</tbody>
</table>
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:
- 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)

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

*Instructional Methods Used in This Course:*
- Case Studies
- Reflection through class discussion, critical readings and writing
- Collaborative and cooperative learning; group projects
- Presentations
- Use of technology (Blackboard; Internet searches; PowerPoint; Blogs)
- Professional Guest Speakers

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

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

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

*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:*
- 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) 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:
• 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](http://www.lehman.cuny.edu/academics/education/introduction.php)

**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*
**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:**
- 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](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](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.

<table>
<thead>
<tr>
<th>Term: FALL</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDL 801: Holistic Leadership</td>
<td>4</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 802: Ethical Leadership</td>
<td>4</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 808: Leadership Seminar I: Needs Assessment</td>
<td>1</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term: WINTER</td>
<td>Course Number &amp; Title</td>
<td>Credits</td>
<td>New</td>
<td>Prerequisite(s)</td>
</tr>
<tr>
<td></td>
<td>EDL 803: Communication and Team Work</td>
<td>3</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term: SPRING</td>
<td>Course Number &amp; Title</td>
<td>Credits</td>
<td>New</td>
<td>Prerequisite(s)</td>
</tr>
<tr>
<td></td>
<td>EDL 804: Leading for Strategic Change</td>
<td>4</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 805: Program Development and Evaluation</td>
<td>4</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 809: Leadership Seminar II: Literature/Research</td>
<td>1</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term: SUMMER</td>
<td>Course Number &amp; Title</td>
<td>Credits</td>
<td>New</td>
<td>Prerequisite(s)</td>
</tr>
<tr>
<td></td>
<td>EDL 806: Managing Financial Resources</td>
<td>4</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 807: Leveraging Human Capital</td>
<td>4</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDL 810: Leadership Seminar III: Implementation Plan</td>
<td>1</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Janet R. DeSimone, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</td>
<td>EDL 804: Leading for Strategic Change  EDL 805: Program Development and Evaluation  EDL 810: Leadership Seminar III: Implementation Plan</td>
<td>35</td>
<td>Ed.D., Educational Leadership (higher education concentration), St. John's University</td>
<td>-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</td>
</tr>
<tr>
<td>Dr. Rosa Rivera-McCutchen, Assistant Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</td>
<td>EDL 803: Communication and Teamwork  EDL 808: Leadership Seminar I: Needs Assessment  EDL 809: Leadership Seminar II:</td>
<td>25</td>
<td>PhD. Teaching and Learning, Steinhardt School of Education, New York University</td>
<td>-Instructor – EDL 708: Research, Assessment, and Data-Driven Decision Making  -Data Instructor, Scaffolded Apprentice Model Leadership</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lehman)</td>
<td>Literature/Research</td>
<td></td>
<td></td>
<td>Program -Data-analysis and Teamwork Consultant – Strategic Inquiry, LLC. -Research Assistant/Program Evaluator -New York State Certification, Social Studies (Grades 7-12), Permanent</td>
</tr>
<tr>
<td>Dr. Laura Roberts, Associate Professor Department of Counseling, Leadership, Literacy and Special Education (currently full time at Lehman)</td>
<td>EDL 801: Holistic Leadership</td>
<td>15</td>
<td>PhD Counseling Psychology/Counselor Education, University of Connecticut</td>
<td>-Professional Development Trainer: \textit{Using Cognitive/Dialectical Behavior Therapy} -Completed training in the following areas: \textit{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</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Benjamin A. Manyindo (anticipated adjunct in the MSOL program) | EDL 806: Managing Financial Resources | M.S., Organizational Leadership, Mercy College | -New York State School District Administrator, Permanent  
-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 |
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>1</td>
<td>-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.</td>
<td>F/T</td>
<td>100</td>
<td>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</td>
<td>August 2017; second year of program</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Expenditures¹</th>
<th>1st Year Academic Year²</th>
<th>2nd Year Academic Year²</th>
<th>3rd Year Academic Year²</th>
<th>4th Year Academic Year²</th>
<th>5th Year Academic Year²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2016-Summer 2017</td>
<td>Fall 2017-Summer 2018</td>
<td>Fall 2018-Summer 2019</td>
<td>Fall 2019-Summer 2020</td>
<td>Fall 2020-Summer 2021</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Resources $54,927</td>
<td>$101,917</td>
<td>$101,917</td>
<td>$101,917</td>
<td>$101,917</td>
<td>$101,917</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Resources $3,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>$3,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Library Materials</td>
<td>$3,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>New Resources $57,927</td>
<td>$106,917</td>
<td>$106,917</td>
<td>$104,917</td>
<td>$103,917</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>New Resources $57,927</td>
<td>$106,917</td>
<td>$106,917</td>
<td>$104,917</td>
<td>$103,917</td>
</tr>
</tbody>
</table>

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

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

\(^7\) 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.
<table>
<thead>
<tr>
<th>Grand Total&lt;sup&gt;14&lt;/sup&gt;</th>
<th>10. From Existing Sources&lt;sup&gt;4&lt;/sup&gt;</th>
<th>11. From New Sources&lt;sup&gt;5&lt;/sup&gt;</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$325,500</td>
<td>$332,250</td>
<td>$339,000</td>
<td>$345,750</td>
</tr>
</tbody>
</table>

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

***NOT APPLICABLE

Projected Capital Expenditures for the Proposed Program

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1st Year Academic Year</th>
<th>2nd Year Academic Year</th>
<th>3rd Year Academic Year</th>
<th>4th Year Academic Year</th>
<th>5th Year Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capital Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment (Capital Expenditures)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposed Graduate Program in Organizational Leadership

STUDENT SURVEY

1. What is your undergraduate major?

__________________________________________________________________________

2. Are you presently enrolled in graduate school?
   □ Yes  □ No

   If yes, please indicate college/university and program:

__________________________________________________________________________

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

4. Do you believe that you will need a higher degree to achieve your career goal?
   □ Yes  □ No  □ Uncertain

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

   What is the probability that you would enroll in such a program?
   □ Definitely would enroll  □ Probably would not enroll
   □ Probably would enroll    □ Definitely would not enroll
Please answer the following, which will enable us to analyze your responses by demographic characteristics:

6. What is your gender?
   □ Male  □ Female

7. What is your age? ______________

8. Are you currently employed?
   □ Yes  □ No

9. What is your ethnic background? (Optional)
   □ African-American  □ Asian  □ Other
   □ Latina/Latino  □ White

10. Any additional comments will be appreciated.

STUDENT SURVEY RESULTS

Total Number of Respondents: 163*

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>58</td>
<td>36%</td>
</tr>
<tr>
<td>Sociology</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>Accounting</td>
<td>12</td>
<td>7%</td>
</tr>
<tr>
<td>Social Work</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Nursing</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Health Services Admin.</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Human Resources Mgmt.</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Marketing</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Art History</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Health Care Admin.</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Health Education</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>African &amp; African Am. Studies</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Community Health Prom.</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Graphics &amp; Imag.</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Information Syst.</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Field</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>Dietetics, Food &amp; Nutrition</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Geography &amp; Political Science</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>International Business</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Recreation Education</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

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%

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:**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>2</td>
<td>1.32%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>9</td>
<td>5.92%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>50</td>
<td>32.89%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>74</td>
<td>46.68%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>15</td>
<td>9.87%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>7</td>
<td>4.61%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.97%</td>
</tr>
</tbody>
</table>

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

Corey Seemiller
171 Old Yellow Springs Rd. #22, Fairborn, OH 45324
937-775-3280, corey.seemiller@wright.edu

EDUCATION

2006  Ph.D.  Higher Education, University of Arizona
Major: Organization and Administration, Minor: Student Personnel
Dissertation: Experiences and Strategies of Student Affairs Professionals in the
Implementation and Coordination of Leadership Courses for Credit within
Academic Units

1997  M.Ed.  Educational Leadership, Northern Arizona University
Emphasis: Higher Education

1995  B.A.  Communication, Arizona State University
Major: Interpersonal and Intercultural Communication

ACADEMIC AND PROFESSIONAL APPOINTMENTS

2015-present  Assistant Professor, Wright State University
Leadership Studies in Education and Organizations

2008-present  Consultant/President, LeadU, LLC

2014-2015  Director of Leadership, Learning, and Assessment, OrgSync, Inc.
Research and Strategic Initiatives

2012-2015  Adjunct Assistant Professor, University of Arizona
Educational Policy Studies and Practice

2007-2012  Adjunct Faculty, Pima Community College
Math, Business, and Computer Information/Student Success

2006-2014  Director of Leadership Programs, University of Arizona
Leadership Programs

2002-2012  Instructor, University of Arizona
Educational Policy Studies and Practice
2005-2006 Senior Coordinator of Leadership Programs, University of Arizona

2002-2005 Coordinator of Leadership Programs, University of Arizona Center for Student Involvement & Leadership

2000-2002 Advisor and Program Specialist, Sonoma State University Advising, Career, and Educational Opportunity Program

1999-2000 Residential Life Coordinator, Sonoma State University Residential Life

1998-1999 Area Coordinator, Washington State University Residence Life

1997-1999 Residence Hall Director, Washington State University Residence Life

1995-1997 Graduate Residence Hall Director, Northern Arizona University Residence Life

1995-1997 Specialist (E-4), U.S. Army Reserves 404th Transportation Battalion

RESEARCH INTERESTS

1. Leadership competencies especially as they apply to creating intentional curriculum and experiences to developmentally prepare individuals to engage in leadership within a variety of contexts.
2. Identity, values, culture, styles, and civic interests and behaviors of Generation Z.
3. Professionalization of the field of leadership. This includes implications for creating an accrediting body for the study of leadership, how leadership educators are trained, and factors that surround one’s professional identity as a leadership educator.

RESEARCH

2015-present Student Leadership Competencies Inventory Validation
Serve as Co-PI in a nationwide study to validate the Student Leadership Competencies Inventory. Study includes students from nearly 70 higher education institutions and organizations.
Leadership Educator Narratives
Serve as Co-PI in study to understand leadership educator professional identity development participated in a leadership educator professional development reflection process.

Generation Z Goes to College
Served as Co-PI in a nationwide study to examine the characteristics, perspectives, and behaviors of Generation Z college students. Study included over 1200 students from 15 higher education institutions.

Leadership Competencies in Academic Accrediting Organizations
Analyzed learning outcomes and objectives of 522 academic programs in 97 academic program accrediting organizations (every academic accrediting organization from the Department of Education, Council for Higher Education Accreditation, and the Association of Specialized Accreditors) to uncover a common set of leadership competencies across academic programs. Served as the PI for 2013 analysis and the Co-PI for 2008 analysis. The findings from the 2008 analysis were published in the Journal of Leadership Studies. The 2013 findings led to my creating The Student Leadership Competencies Guidebook, self-evaluation templates, and searchable database for leadership competencies by academic program and leadership model which was published by Jossey-Bass in 2013. www.studentleadershipcompetencies.com

Multi-Institutional Study of Leadership
Worked with the University of Maryland to participate in the Multi-Institutional Study of Leadership, the largest national student leadership research project to date. Led the University of Arizona research team in designing campus-based questions, completing IRB paperwork, and developing recruitment methods for participation. Analyzed data and presented the findings to various campus departments. Served as the PI for campus.

Multi-Institutional Study of Leadership
Worked with the University of Maryland to participate in the Multi-Institutional Study of Leadership, the largest national student leadership research project to date. Led the University of Arizona research team in designing campus-based questions, completing IRB paperwork, and developing recruitment methods for participation. Analyzed data and presented the findings to various campus departments. Served as the PI for campus.

The Experiences and Strategies of Student Affairs Professionals in the Implementation and Coordination of Leadership Courses for Credit within Academic Units
Aimed to understand experiences of non-faculty (student...
affairs) in instructional roles who teach leadership courses on college campuses. Gathered data from individuals at over 30 Doctoral/Research Extensive and Intensive institution student affairs in regard to the role of teaching and coordinating leadership courses for credit. Served as the PI. Findings were incorporated into my dissertation and published as a book entitled, *Power, Credibility, and Legitimacy: Student Affairs and College Instruction* by VDM Verlag. Received $1000 in a grant through the American College Personnel Association for this research.

**2004-2006 Social Change Attitudes of Emerging Student Leaders**
Developed the Social Change Assessment instrument and coordinated a pre and post study of 100 students’ perceptions of their leadership development through an introductory leadership course. Served as the PI and presented the findings at the *International Leadership Association* annual conference.

**2004 Leadership Identity Development Model**
Used the Leadership Identity Development Model to assess students’ perceptions of their leadership identity and factors that have shaped their leadership identity. Served as the Co-PI and analyzed and interpreted data. Co-authored the article showcasing the findings in *Concepts & Connections*.

**PUBLICATIONS**

**Books**


**Refereed Publications**
Seemiller, C. (in review). *Using leadership competencies to develop talents into strengths*.


**Invited Publications**


Special Projects


Short Stories


Endorsements


GRANTS
2013  Student Transitions Student Assistants, Funded: $141,500
2012  Student Transitions Student Assistants, Funded $55,100
2011  Leadership Scholarships, Funded: $4,550
2007  Leadership & Involvement Transcript, Funded: $2999

2005  Experiences and Strategies of Student Affairs Professionals in the Implementation and Coordination of Leadership Courses for Credit within Academic Units, Funded: $1,000

TEACHING

Wright State University
College of Education and Human Services
LDR 3030: Interpersonal Skills (3 credits): Course on emotionally intelligent leadership, Fall 2015 (2 sections)

University of Arizona
College of Education, Educational Policy Studies and Practice
EDL 498: Leadership Capstone (2 credits): Seminar course on research methods in leadership studies, Spring 2015, Spring 2014, Spring 2013

EDL 322: Organizational Leadership (3 credits): Advanced leadership course on organizational theory, behavior, structures, and culture, Fall 2014, Fall 2013, Fall 2012, Fall 2011

HED 201: Foundations of Leadership (3 credits): Introductory leadership course on leadership history, theories, and models, Spring 2014, Spring 2013, Spring 2012, Spring 2011, Fall 2011


EDL 270: Social Justice Leadership (2 credits): Course on social justice, diversity, cultural competency, and advocacy, Fall 2013, Fall 2012

EDL 280: Leadership Strategies (3 credits): Course on individual strategies and techniques for effective leadership including communication, critical thinking, and team dynamics, Spring 2012

EDL 297a/EDL 280/FCSC 297b: Global Leadership (2 credits): Course on leadership from a global perspective including globalization and systems theory, Fall 2011, Fall 2010, Fall 2009

EDL 396: Leadership for Social Change (3 credits): Advanced leadership course on understanding and engaging in social change, Spring 2013 (independent study), Spring 2011, Spring 2010, Spring 2009, Spring 2008


EDL 281: Event Planning and Leadership (2 credits): Course on components and strategies of effective event planning, program development, and evaluation, Fall 2006, Fall 2005

EDL 280: Topics in Leadership (2 credits): Training course for peer educators on mentoring, facilitation, and presentation skills, Spring 2006

University of Arizona
University College
UNVR 399: Independent Study: Students as Change Agents (3 credits): Course on students engaging in the university transformation, Spring 2009

University of Arizona
College of Agriculture and Life Sciences, Family and Consumer Sciences
FCSC 297b: Event Planning and Leadership (2 credits): Course on components and strategies of effective event planning, program development, and evaluation, Fall 2004

FCSC 297b: Topics in Leadership (2 credits): Training course for peer educators on mentoring, facilitation, and presentation skills, Fall 2004, Spring 2003

FCSC 396c: Critical Perspectives on Leadership in Society (2 credits): Advanced leadership course on messages and images about leaders and leadership, Fall 2003

Pima Community College
Math, Business, and Computer Information/Student Success
MGT 230/STU 230: Dynamics of Leadership (3 credits): Introductory leadership course on leadership history, theories, and models, Fall 2012, Spring 2012, Fall 2011, Spring 2011, Fall 2010, Fall 2009

STU 150: The Master Student (3 credits): Course on academic, career, and personal skills, Fall 2009

STU 100: College Study Skills (1 credit): Introductory course on skills for student success, Spring
2009

STU 109a: Career Choices, Interests, and Values (1 credit): Course on career exploration, Fall 2008


Sonoma State University
University Studies

UNIV 237A: Career Life Planning (2 credits): Course on career exploration, Spring 2002

UNIV 102: Freshman Seminar (2 credits): Course on study skills and transition to the university, Fall 2001, Fall 2000, Fall 1999

UNIV 237B: College to Career (2 credits): Course on job search strategies, Fall 2001

University of Phoenix
School of Business, Management
MGT 436: Critical Thinking and Decision Making (3 credits): Business course with a focus on effective decision making using critical thinking, Fall 2000

Northern Arizona University
College of Education, Educational Psychology
EPS 404: Counseling and Student Development in a University Setting (2 credits): Leadership training course integrating student development theory, Spring 1997

TEACHING INTERESTS

1. Fundamental concepts in leadership including theories, models, and contexts.
2. Leadership competency development.
3. Social justice, social change, and community leadership.
4. Organizations and professionals/professionalization.
5. Pedagogy and instructional methods.
6. Research methods, particularly qualitative.

ACADEMIC PROGRAM DEVELOPMENT
Leadership Courses and Minor in Leadership Studies, University of Arizona
Educational Policy Studies and Practice, College of Education

Designed the vision and led the effort to expand leadership courses for credit from 4 courses to over 20 different courses (45 sections total) by creating a partnership with the Department of Educational Leadership. New courses included Leadership for Social Change, Eco Leadership, Global Leadership, Service Leadership, and Social Entrepreneurship. Developed syllabi and Form Links for all new courses. Leadership courses in the College of Education serve between 700 and 900 students annually. Created a proposal for a Minor in Leadership Studies and Practice in 2010 including a layout of course sequence and proposal of new courses. In conjunction with the Department Head of Educational Policy Studies and Practice, presented information at several University committee approval meetings. The 18-unit minor was approved in May 2011. Oversaw all leadership courses in the College of Education including developing course proposals, designing curriculum, and creating assessments. Recruited 20-30 instructors and 15-20 preceptors each year, developed and facilitated instructor training, and provided guidance and support throughout the duration of the course. Developed a 63-page teaching guide for instructors on best practices in instruction.

PRESENTATIONS

Keynote Addresses

Seemiller, C. (2012). *Developing a competency-based organization*. Leadership Educators Institute, Columbus, OH.

Refereed Presentations for Professionals


Seemiller, C. (2014). *Move over Millennials, Generation Z is here!* Leadership Educators Institute, Fort Worth, TX.

Seemiller, C. (2014). *Move over Millennials, Generation Z is here!* Leadership Educators Institute, Fort Worth, TX.


Seemiller, C. (2014). *Integrating portfolios and leadership & involvement transcripts into the student experience*. OrgSync Connect Conference, Dallas, TX.


Seemiller, C. (2012). Design, showcase, and assess: A competency-based approach to leadership development. Leadership Educators Institute, Columbus, OH.


Refereed Presentations for Students


Invited Presentations


See


**Invited Trainings**


College Title V Program.

See


**Invited Extended Trainings**


**Paid Trainings**


**Paid Consultancies**
Lehman College. (forthcoming 2015). Served as external reviewer for academic program in Leadership including reviewing all syllabi and providing written feedback.

University of Arkansas. (forthcoming 2015). Facilitating a 90 minute virtual session on integrating leadership competencies on campus.

University of Iowa. (2015). Facilitated 6 hour-long Skype meetings on integrating leadership competencies across the institution; presented an approach for leadership competency integration onsite for 100+ student success professionals.

Lafayette College. (2014). Facilitated a think tank for students, faculty, and staff to develop a definition of leadership, core competencies, and a vision.

Mount St. Joseph University. (2014). Met with faculty and staff to discuss research on leadership competencies.

United Arab Emirates University. (2013). Served as external reviewer for academic program in Leadership including reviewing all syllabi and providing written report.

University of Louisville. (2009). Traveled to the university for 2 days to provide feedback on programs, marketing, staffing, and assessment for the Office of Civic Engagement, Leadership, and Service.

**HONORS AND AWARDS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Student Affairs Assessment Champion, University of Arizona</td>
</tr>
<tr>
<td>2012</td>
<td>Peter Likins Inclusive Excellence Award-Department, University of Arizona</td>
</tr>
<tr>
<td>2012</td>
<td>Student Affairs Department of the Year Nominee, University of Arizona</td>
</tr>
<tr>
<td>2010</td>
<td>Staff/Faculty Advisor of the Year, National Collegiate Leadership Conference</td>
</tr>
<tr>
<td>2006</td>
<td>Women’s Plaza of Honor Recipient, University of Arizona Women’s Studies Advisory Council</td>
</tr>
<tr>
<td>2002</td>
<td>Dr. Martin Luther King Jr. Distinguished Leadership Award, African American Cultural Resource Center, University of Arizona</td>
</tr>
<tr>
<td>1999</td>
<td>ACPA Model Program, American College Personnel Association</td>
</tr>
</tbody>
</table>
PROFESSIONAL ACTIVITIES

Professional Roles

2012-2015 Co-Chair, Leadership Education Academy
Co-created, with Dr. Dan Jenkins of University of Southern Maine, a vision for a 3-day professional development experience to help leadership educators learn how to better teach leadership. Reached out to key leadership faculty from around the country and invited them to be a part of the visioning and development of this event. The committee included more than 15 faculty and staff who represent the Association of Leadership Educators, International Leadership Association, National Clearinghouse for Leadership Programs, National Association of Student Personnel Administrators, and the American College Personnel Association. Created a partnership with the International Leadership Association for funding, contract support, and marketing. The 3-day experience occurred August 2015 with 58 leadership educators.

2008-present Board of Directors/Facilitator, Sonoran Center for Leadership Development Co-founded 501(c)(3) community organization to provide leadership development workshops and courses to non-profits, youth, community organizations, military, and community members in areas of Experiential Education, Organizational Leadership, Social Justice, Community Development, and Civic Leadership. Developed partnership with the Western Institute for Leadership Development, a charter high school, to share campus for workshops and courses.

2013-2014 Co-Chair, National Leadership Symposium
Served as co-chair representing the National Clearinghouse for Leadership Programs with a co-chair who is a representative from the National Association of Campus Activities. Developed curriculum around a contemporary leadership topic and facilitate participant learning during a three-day symposium event. Outreached to experts in the field to present research findings at the event. The National Leadership Symposium serves 50 participants annually; participants are leadership educators (faculty and staff) from higher education institutions in the U.S. The 2014 theme was Taking Leadership Competencies from Research to Results. Scholars included Richard Voorhees, Jeffrey Horey, and Darby Roberts. The 2015 theme was Grounded in What? Re-examining Foundational Leadership Theory. Scholars include Barbara Kellerman, Peter Northouse, Richard Cuoto, and Thomas Cronin.

2007 Advisor, Anytown Jr.
Served as a facilitator for a week-long camp dedicated to youth diversity training.

2006 Small Group Facilitator, Leadership Educators Institute
Served as a mentor for a small group of new professionals in the field of leadership education.

2003  Cluster Facilitator, LeaderShape  
Facilitated activities for a small group of students attending the 5-day LeaderShape experience in Champaign, IL.

2002-2005  Facilitator, YWCA  
Facilitated forums on race, anti-bullying, and leadership for youth.

2002-2003  Board Member, Greater Tucson Youth Leadership  
Served on advisory board for youth development program.

2001-2002  District 2 Commissioner, Sonoma County Commission on Human Rights  
Served on commission and enacted county-wide educational campaigns; served as Newsletter Editor.

Professional Memberships
2005-present  International Leadership Association

2003-present  National Clearinghouse for Leadership Programs

1995-2015  American College Personnel Association

2007-2008  National Association of Student Personnel Administrators

2003-2007  Association of Leadership Educators

1998-1999  Northwest Coalition Against Malicious Harassment

Editorial Reviewer
Journal of Leadership Studies
National Collegiate Leadership Journal
American College Personnel Association

University/College Service
2015  Member, Educational Resource Center Self-Assessment Committee, Wright State University

2013  Member, Campus-Wide Sustainability Task Force, University of Arizona

2011-2013  Chair, Student Affairs Studies Curriculum Review Committee, University of Arizona
2009 Member, Student Union IT Committee, University of Arizona
2006 Chair, Center for Student Involvement & Leadership Assessment Workgroup, University of Arizona
2005-2006 Member, Student Union Human Resources Committee, University of Arizona
2002-2004 Facilitator, Safe Zone, University of Arizona
2003 Co-Chair, Student Union Diversity Day, University of Arizona
1998-1999 Chair, Residence Life Diversity Committee, Washington State University
1995-1996 Member, Resident Assistant Selection Committee, Northern Arizona University

Organization Advising
2011-2013 Harry Potter Alliance, University of Arizona
2005-2006 Theta Nu Xi Multicultural Sorority, University of Arizona
2002-2003 Multicultural Greek Caucus, University of Arizona
2000-2002 Educational Opportunity Program Advisory Board, Sonoma State University
2000-2001 Educational Opportunity Program Club, Sonoma State University
1999-2000 Verdot Village Council, Sonoma State University
1997-1999 Community Assistant Program, Washington State University
1997-1998 Paraprofessional Council, Washington State University
1997 National Residence Hall Honorary, Northern Arizona University
1996-1997 Orientation Team, Northern Arizona University
1995-1997 Hall Council, Northern Arizona University
1995-1996 Order of Omega Greek Honor Society, Northern Arizona University
1995-1996 Panhellenic Council, Northern Arizona University
## Affiliations

<table>
<thead>
<tr>
<th>Year</th>
<th>Affiliation</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-1995</td>
<td>Sigma Kappa Sorority, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>1993-1995</td>
<td>Order of Omega Greek Honor Society, Arizona State University</td>
<td></td>
</tr>
</tbody>
</table>

## STUDENT ADVISING AND MENTORING

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2015</td>
<td>Capstone Advisor</td>
<td>Served as Capstone advisor for 10-20 students per year in conducting and writing up their original research into publication-ready journal articles for EDL 498: Capstone.</td>
</tr>
<tr>
<td>2003-2014</td>
<td>Leadership Courses Advisor</td>
<td>Advised 50+ students in the selection of leadership courses and internships for the Minor in Leadership Studies and Practice at The University of Arizona.</td>
</tr>
<tr>
<td>2010-2014</td>
<td>Professional Advisor</td>
<td>Served as a professional advisor for graduate students in the Higher Education program at the University of Arizona.</td>
</tr>
<tr>
<td>2000-2002</td>
<td>Academic and Career Advisor</td>
<td>Served as academic and career counselor at Sonoma State University for 7500+ students.</td>
</tr>
</tbody>
</table>

## PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-present</td>
<td>Assistant Professor, Leadership in Education and Organizations, Wright State University</td>
<td>Teach courses for undergraduate students in the Organizational Leadership major and courses for graduate students in the Masters of Science in Leadership Development program. Engage in research and service to the campus and community.</td>
</tr>
<tr>
<td>2008-present</td>
<td>Consultant/President, LEADU Leadership Training, LLC</td>
<td>Created LLC for training and consulting nationally on leadership and social justice. Engage in marketing and outreach strategies to set up and maintain relationships with educational institutions and organizations to set up consultancies. Negotiate contracts and manage finances for LLC. Recruit, train, and hire subcontractors. Co-created P2O: Power, Privilege, and Oppression, a</td>
</tr>
</tbody>
</table>
four-hour social justice simulation. Facilitate P2O for college students across the U.S.

2008-present  Board President/Co-Founder, Sonoran Center for Leadership Development/Sonoran College of Leadership
Developed non-profit leadership center to offer leadership workshops, retreats, and trainings for youth, community groups, small businesses, military, educational institutions, and non-profit organizations. Engage in board recruitment and development, oversee strategic planning process, coordinate assessment, maintain and submit all required documentation (federal and state), design and update website, and plan fundraising campaigns and events. Serve as a facilitator and recruit and oversee other facilitators.

2014-2015  Director of Leadership, Learning, and Assessment, OrgSync, Inc.
Designed research and assessment projects centered around learning outcomes and leadership competency development in higher education. Served as subject-matter expert on research and assessment protocol and methodology for more than 400 higher education institution clients. Wrote and published monthly eBooks on assessment and student engagement for higher education faculty and staff. Co-coordinated Learn Forward, a learning series of webinars and eBooks on engagement. Provided research on trends in higher education to inform technology product development. Served as a member of the Marketing Department providing design and feedback on web content and strategic messaging.

2002-2014  Director/Sr. Coordinator/Coordinator of Leadership Programs, University of Arizona
Developed nationally recognized curricular and co-curricular leadership programs that serve over 3000 participants annually. Developed curriculum, facilitated learning, and designed assessment protocols for ten unique programs including 45 leadership courses for credit, comprehensive programs including the Arizona Blue Chip Program and ATLAS, the National Collegiate Leadership Conference (over 650 participants annually), the Equiss Social Justice Retreat, the IBM Co-op Program, student leadership internships (200 students per year), leadership training and workshops, and the Omicron Delta Kappa Leadership Honorary. Worked with University of Wollongong leadership exchange program, Pima Lodge leadership living learning community with Residence Life, Rising Sun Leadership Program with NewStart, and the Pima Community College Pima Leadership Institute transfer program. Coordinated the Minor in Leadership Studies and Practice including recruitment, course design, instruction, and advising for nearly 50 students. Supervised 3 full-time professional staff members, 3 part-time professional staff members, and 17 student workers. Managed an operating budget of over $625,000 (revenue generated through external funding, fees, partnerships, donations, and grants).
2000-2002 Advisor and Program Specialist, Sonoma State University
Provided academic advising, course planning, and career counseling for caseload
of 125 students and drop-in assistance for 7000+ students. Assisted in planning
and facilitation of the Summer Orientation program for 1200 incoming students.
Facilitated workshops on academic success and career exploration/job search
strategies. Coordinated 5 annual career fairs for 7500 students. Provided
outreach, counseling, and financial guidance to 50+ first generation/low-income
students in the Educational Opportunity Program (EOP) and co-created
leadership development program to engage and empower EOP students to have
a voice on campus and get involved in leadership opportunities.

1999-2000 Residential Life Coordinator, Sonoma State University
Oversaw all staffing and student development functions for housing complex of
350 men and women and supervised, trained, and evaluated 7 student staff
members. Facilitated behavior education and sanctions, mediation, counseling,
and crisis intervention. Served on rotating emergency response on-call schedule
for 21 buildings of 1300 residents. Coordinated all educational and diversity
programming for residential community of 1300 residents.

1998-1999 Area Coordinator, Washington State University
Managed a residential area of 1200 residents in 5 residence halls and supervised,
trained, and evaluated 2 Graduate Hall Directors, 4 Hall Director Assistants, and
23 Resident Advisors. Served as conduct adjudicator and appeals officer for area
of 1200 residents. Responsible for all Residence Hall Director duties for 1 of the 5
residence halls overseeing 400 residents and 9 staff members.

1997-1999 Residence Hall Director, Washington State University
Managed a residence hall of 400 women and the training, supervision,
development, and evaluation of 1 Hall Director Assistant, 8 Resident Advisors,
and 14 Desk Workers. Facilitated behavior education and sanctions, mediation,
counseling, and crisis intervention, and served on rotating emergency response
on-call schedule for 20 buildings of 3700 residents.

1995-1997 Graduate Residence Hall Director, Northern Arizona University
Managed a residence hall of 175 women and directly responsible for training,
supervision, development, and evaluation of 4 Resident Assistants. Facilitated
behavior education and sanctions, mediation, counseling, and crisis intervention
and served on rotating emergency response on-call schedule for 12 buildings of
3500 residents. Coordinated facilities, occupancy, and operations management
in the hall (1996-1997). Managed a residence hall of 550 fraternity and sorority
members and assisted in training, supervision, development and evaluation of 12
Resident Assistants. Oversaw front desk and computer lab and supervised 1
Office Manager, 1 Computer Lab Director, 25 Desk Assistants, and 4 Computer

1995-1997 Specialist (E-4), U.S. Army Reserves
Successfully completed basic training in 8/96 and attended drill from 12/95-2/97. Provided computer support for transportation documents. Discharged to take civilian job inaccessible to a reserve base.

CERTIFICATIONS

Strengths SBED 100 and SBED 203, Gallup
Food Handler Training, Pima County, AZ
CPR, First Aid, AED Certification
Myers-Briggs Type Indicator Certification-Step I and II Blackboard Instruction Certification, Pima Community College Institutional Review Board Certification, The University of Arizona Adobe InDesign Level 1 Certificate, University of Arizona
Arizona State Community College Lifetime Teaching Certification
Critical Thinking Certification, University of Phoenix
Web Design Certification, Sonoma State University
Diversity Advocate Certification, Washington State University

TECHNICAL SKILLS AND COMPETENCIES

Trained as a StrengthsQuest facilitator through Gallup, Inc.
Knowledge of Blackboard and D2L platforms for online course instruction
Knowledge of OrgSync platform for organization and event management
Knowledge of Microsoft Word, Excel, and PowerPoint
Knowledge of open coding for document analysis research and NVivo platform
Knowledge of on-line survey design
Basic knowledge of SPSS statistical analysis software
Basic knowledge of web-based and html web design
Experience with budget management and grant writing
Some speaking, reading, and writing in Spanish
APPENDIX K – External Evaluation Report

Evaluation Report Form for Program Proposals

Institution: Lehman College
Evaluator(s): Corey Seemiller
Program title: Organizational Leadership
Degree title: Master of Science
Date of evaluation: 11/12/15

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

Program Goals
- The program goals listed in bullet form are missing critical thinking as stated above in the text (beyond just being critical consumers of research. What about being critical thinkers when it comes to decision-making and experiences in general?)
- Is #5 a student learning outcome or a program action? It says to “explore the role of leaders.” It is written like a learning outcome, but all the other goals are clearly written as what the program would do. And, what does “explore the role of leaders” mean?
- Overall-program goals contain so many components in each. I would suggest splitting up some of these to be their own bullet points. This would also help make these components more universal in that they won’t appear tied only to the other components listed in the statement they appear in.

Career Objectives
- It will likely be difficult to guarantee that graduates “will...,” but you can develop their “capacity” or “ability” to... I would suggest changing the language in this section.
- How do you know that your graduates will qualify for positions? Do you have data to support that your curriculum is based on employer needs? If so, include it. If not, perhaps say, “Be prepared for” instead.

Effect of the Programs on the College and the School of Education and Ways the Programs Complements Existing Lehman Programs
- Be specific as to how this program complements other programs rather than just saying that it does. The content is different because... The process is different because...

Relationship of the Programs to the Mission of the College
- Good connection with the mission. But, I noticed the mission has more organizational
types listed than the program does. Would this program not also benefit those going into governmental agencies, scientific institutions, etc.? Perhaps broaden the MSOL purpose statement to include all types of organizations as the curriculum likely lends itself to be useful for all types of organizations. Plus, you wouldn’t want people to self-select not to participate because their organization type was not included in your purpose statement. You could broaden the purpose statement to read for “a variety of organizations” and then in the proposal, list examples that mirror the institution’s mission statement.

Potential Quality of the Programs in Relation to Comparable Programs within CUNY and Outside the University
- Great argument in this section with business. And, you make the case that other disciplines have similar situations in which they are preparing graduates for functional roles in associated careers. I would add a statement that discusses the universality of the MSOL degree with any discipline, making sure to differentiate that this program is about leadership (more universal) and not about functional job preparation.
- The last sentence of that section about “fill a critical gap” needs support behind it. What gap are you referring to? Why would it fill a critical gap? Why is this gap critical? How would it fill this gap?

Needs of the Profession
- In Needs of the Profession, describe what this graph is. Who was surveyed and what are the details? I see hbr.org, but I don’t exactly know what this is. And, to what extent is the MSOL program developing the skills listed on this graph? Make explicit the components from the MSOL program that are in this graph. I might suggest making your own graph based on your outcomes and put in the percentages from this study so the graph demonstrates how important each skill is that your students will learn.
- How did you decide who was a prospective student for your survey? Past undergrads? Local workers? What makes them “likely applicants?” Refer explicitly to the appendix with the survey information.

Needs of the School of Education
- It says that leadership is a state of mind and that anyone within an organization can benefit from the MSOL. But, earlier, you said that the target audience includes those in leadership roles or aspiring to be in leadership roles. You may want to clarify if this program is a leader development program for anyone or for those in or looking toward positional roles. You may have figured this out, but it is not clear in this proposal.

Admission Requirements for the MSOL program
- The letters of recommendation requirements seem very strict. If a person is between jobs during the time of application and is applying to leverage their skills to move to a new position, they might not have a “current supervisor.” Or if a person is self-
employed or CEO, he or she may not have a supervisor. Or, if someone works remotely and has such little interaction with a supervisor, that may not be the best person to provide a recommendation. And, non-traditional students who have been out of college for an extended period of time may have difficulty finding a faculty member who can write a letter as that person may no longer work at the institution or just simply doesn’t remember them from 20 years ago. I would suggest broadening what you will accept and be clear about what you are evaluating in using the letters of recommendation so that applicants can select those who can best speak on their behalf.

**Selection Process**

- Why selected by full-time faculty from the Educational Leadership program? I might broaden this so that those who teach in MSOL can be on the selection committee.
- You may not want to limit selection decisions to those only in one field (Education) just because the degree is housed there. If this is truly an interdisciplinary program, perhaps have representatives from business and other disciplines on the committee so they can provide disciplinary context about the applicants.

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

- Do you all do job placement or just share job postings and help students prepare for application? I would be clear in case a student might think they will be guaranteed a job after this program.

**Applying MSOL Program Credits**

- Will these courses be listed in some type of articulation agreement so that you can assuredly say that these courses “will” be transferable to other institutions?

**Course Titles and Credit Requirements**

- You make references that students will take 2 classes back to back each semester in the text of the document. But, the requirements appear to be 9 credits for a semester with 9 hours total. How might someone take 9 hours of back-to-back classes after work one night a week? Clarify the delivery and timing of all courses for each semester or session block.

**Syllabi**

**EDL 801**

- Course is well thought out and well written. The strength of this course is its integration of psychology into leadership. Yet, the texts in the syllabus are not reflective of that approach. Lussier is more business, Northouse is more leadership studies, and Dubin appears more business-oriented. Maybe use a text from IO Psychology instead to balance out the approach.

**EDL 803**

- Overall, this course appears to be trying to do too much. Communication and
teamwork? The texts themselves feel disjointed as one is on communication, one on diversity, and one on intrinsic motivation. The intrinsic motivation one looks to be more intrapersonal although this course is inherently interpersonal.

- Is the 360-degree feedback piece about administering it with others and giving feedback? If it is about receiving feedback on oneself, this might be better placed in 801.

EDL 804
- I might add pieces about sustainable change, resistors, shared buy-in, and other elements of understanding change theory and change processes. These may be assumed, but they are not written in the learning outcomes.
- Also, I might reorder the learning outcomes into a developmental flow.
- Consider Rogers’ Diffusion of Innovation as a text. Fantastic resource!

EDL 805
- What is the purpose? It feels like an introduction to research and grant writing and... Is there really program development in here besides creating goals? What about actual program development and design models? Or, perhaps this is just a program evaluation course?
- This course should have a program evaluation text included.

EDL 806
- This course, although professionally more important in some arenas than others, is not explicitly tied to leadership. It is a financial management course. With the variety of disciplines and career fields of folks taking this class, how will you make it relevant for all fields? And, how is this tied to leadership?

EDL 807
- This course has a lot of potential to include more leadership elements like motivation strategies, empowerment and delegation, coaching, leveraging strengths and capacities, and recognition and rewards. In its current state, the course appears as a regulatory class on policies and not on organizational leadership.
- Do you need both books on human resource management? This could be expensive for students to have to buy both if they have crossover information. Perhaps pick one and supplement with articles for any missing content.

Leadership Seminars
- Love the Leadership Seminars. Appropriately spaced out and very clear in their intentions.

Culminating Thesis Project
- Just a passing grade? Perhaps be more specific-like a B or better.

Program Graduates
I might suggest putting in outcomes measurements as well like asking what elements of the MSOL program have been useful in their workplace and to what extent did the MSOL program help them develop and be more effective in using a variety of leadership competencies.

Other

- You use “will” instead of “likely will be” throughout for some things you might not be able to control. Unless you have data that supports that you can guarantee outcomes or enrollment, you may want to shift language throughout the document.
- There are many references to MSOL students “will be working full-time.” Will you turn away folks who work part-time or are not currently working but have substantial work experience?

2. Comment on the special focus of this program, if any, as it relates to the discipline.

This program appears broad in nature, purposefully.

3. Comment on the plans and expectations for continuing program development and self-assessment.

There are several examples of program evaluation embedded into the processes outlined in this proposal. I may suggest a formal program review after 5 years.

4. Assess available support from related programs.

It appears that there are resources and support programs and processes already in place at Lehman and in the department that will be accessible to students in the MSOL program.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

N/A

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

Faculty members overall appear to have a background in general MSOL subject matter, but I can’t make the link (other than for Dr. Laura Roberts) how each faculty member is prepared to teach the courses assigned to them. For example what is Michael Sullivan’s background in Human Resources? Shouldn’t a person with a degree in HR or someone who maybe works in the college’s HR office teach this course? If Michael is qualified to do so, then it needs to be
articulated better. Again, other than Laura Roberts, the experience and expertise of each one of the selected faculty members needs to be more explicitly tied to the content of the course offered.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The size of the faculty for the first year seems reasonable as long as current faculty can be released from teaching duties in other programs. Future staffing seems adequate. There are references in the document about the value of having adjuncts with “real-life” organizational leadership experience, yet the outline of faculty members shows nearly everyone coming from existing faculty or administrator roles at the institution. How might the “real-life” adjunct faculty fit into this model?

8. Evaluate credentials and involvement of adjunct and support faculty.

The credentials of Michael Sullivan and Suzette Ramsuder are not clearly articulated. If they are not full-time faculty and not real-life practitioners, what situates them to teach the course content assigned to them? They may be qualified, but that needs to be articulated better (both on the level of teaching in this program in general as well as why they are the best suited to teach the courses assigned to them).

Appendix D
• What is Suzette Ramsuder’s terminal degree?

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

Resources and facilities seem adequate, as they are those offered to students at Lehman in general.

Budget Tables
• You mention that EDL could be self-sufficient in one year. Might you have meant MSOL? Table 5 also says Educational Leadership when I think you might mean MSOL.

Table 5
• What is a non-instructional adjunct and what will these folks be doing? Explain.
• Why does the advertising budget go up in years 2 and 3 and back down in 4? Explain. I would think you would need the biggest budget in year 1.
10. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.
N/A

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Strengths
- A 30-credit, 12-month program is a great design. And, to be able to complete coursework while working full time will make this program highly attractive and accessible.
- The interdisciplinary nature of the program will make it appeal to a wide audience but also ensures that the focus remains on leadership and not a disciplinary or functional area training.
- There appears to be instructional support in the EDL department, which will increase the likelihood of success and sustainability of this program.
- The budget outlines a revenue-generating approach while still maintaining growth in instructional support.
- The content and process of the leadership seminars is excellent. Spreading out components of this project over that amount of time will allow students to truly be successful (rather than having them do it all in one semester).

Weaknesses
- Some of the courses could be tied more to leadership. The HR course, program development and evaluation course, and the finance course are very tactical and regulatory. I would suggest making these more general for all disciplines and then tying them to leadership principles rather than work duties.
- The communication and teamwork course is trying to cover a lot. And, when I saw the diversity text in there, I thought this course would end up being a broad brush in a lot of things rather than knee-deep in one or two. I would suggest breaking these into two separate courses or being very clear about the intention of this one course in a focused manner and letting some of the other pieces go.
- I’m still unclear as to the delivery method (I’m assuming in person) of the courses and how someone would take 9 hours of coursework a week part-time in one evening.
- The qualifications of the faculty need to be addressed. For any that are qualified to teach the courses assigned to them, provide more explicit articulation of those
qualifications and how they relate to their assigned courses. For those who don't have explicit qualifications, other instructors should be considered. And, consider adjuncts as they do bring in expertise.
After carefully reviewing Dr. Seemiller's evaluation report, the following are the ways that we addressed her suggestions organized by each major section of her report:

Program Goals:
- Addressed suggestions by adding and/or revising specific program goals.

Career Objectives:
- Addressed suggestions by revising language.

Effect of the Programs…
- Reviewed section again and felt the argument already was strong and clear.

Relationship to the mission…
- Addressed suggestion by revising language and adding additional examples of the types of organizations towards which MSOL program will be geared.

Potential Quality
- Reviewed section again and felt the argument already was strong and clear.

Needs of the Profession
- Addressed some suggestions by revising language.

Needs of the School of Education
- Addressed suggestions by revising language.

Admission Process
- The department and graduate studies committee reflected on and discussed the suggestions in this section. In the end, it was decided to stay with the proposed admission standards, specifically the letters of recommendation requirement. The members of the MSOL Admission Committees will review each application carefully, and base decisions on the strength and potential of the candidate to pursue this program. The requirement to have a letter from a current supervisor is meant as a guideline for the applicant and is purposely left undefined to allow for flexibility. Aside from questioning the required letters of recommendation, Dr. Seemiller had no issue with the admission requirements.
Selection process:
- In this section there may have been a misunderstanding. MSOL faculty certainly will be involved in the admission process.

Provisions for career counseling
- Dr. Seemiller's questions will be taken into consideration.
- There does not appear to be any suggestions for this section.

Applying MSOL Program Credits
- In this section there may have been a misunderstanding.
- No formal articulation agreement has been created, which is why the proposal does not state that credits definitely can be transferred.

Course Titles/Requirements:
- Addressed suggestions by adding/changing textbooks in specific courses (e.g., EDL 801, EDL 805).
- Addressed suggestions by adding/revising course objectives in specific courses (e.g., EDL 805, 807).
- Addressed suggestions by revising course titles (e.g., EDL 806).
- EDL 806 is designed to be exactly what the reviewer terms it, “a financial management course,” and is not designed to be focused only on leadership. Instead, it is designed to be a finance course for the non-finance person, as the course. Little or no exposure to financial and legal information is often a criticism of leadership programs, and graduates do not feel confident working on basic budgeting tasks, resource allocation, etc. EDL 806 is designed to expose MSOL students to basic financial terms, tasks, etc. that they will come across in organizations.

Culminating Action Research Project
- Students are expected to achieve at least a grade of B on their action research project.

Other
- Many Lehman undergrad students do work full time, and this is the population that we surveyed for our needs assessment. Obviously, this will not be the only population we are targeting for the MSOL program; however, traditionally, MSOL programs seem to appeal to individuals who already are working, full time, and want to either advance in their current place of employment or are pursuing a career change. Therefore, we do anticipate most of the students will be working full time. Yet, we certainly would not exclude a qualified applicant who is working part time, and the proposal does not state that we would do this.
Faculty
- Dr. Seemiller's comments regarding the potential part-time faculty have been considered carefully and a major revision of this section has been done.
- We have more thoroughly highlighted the experience of some of the faculty members, since there was not a clear enough alignment between course content and actual former/current experience, skills, etc.
- We have replaced some of the original proposed part-time instructors with more qualified (in the specific course subject areas) instructors.

Budget Tables
- Fixed the typo (educational leadership - MSOL) pointed out by Dr. Seemiller.

Table 5
- A non-instructional adjunct is a hiring position within CUNY and is used to clarify the pay rate for the consultant that will be hired in Year 1 of the program.
- The logic behind decreasing (slightly) the advertizing budget in year 4 was to optimistically assume that the program, after running for three years, would generate some verbal advertizing through the graduates, organizations involved in working with our students, etc.
APPENDIX M
Qualifications for MSOL New Hire - Instructor-Level Position

Position Description and Duties

- Teach graduate courses in Lehman College’s Organizational Leadership Graduate Program;
- Actively seek articulation agreements and educational partnerships with non-profit, community-based and other organizations and/or institutions;
- Mentor and advise students in the program;
- Manage the program’s action research project process;
- Collaborate across departments and/or schools;
- Assist with assessment, accreditation and program development initiatives;
- Seek external funding for research and program improvements;
- Service to college, school and department;
- Participate in student recruitment, application and admissions processes; and
- Perform additional administrative duties for credit load assignment.

Qualifications Required

- Minimum master's degree in Organizational Leadership or a related field such as Higher Education Administration/Leadership or Non-profit Leadership/Management from an accredited institution;
- Experience in graduate-level teaching, program recruitment and assessment;
- Experience working with or for foundations, non-profit and/or community-based agencies a strong plus; and
- Experience with developing and delivering online graduate-level programs.
### Task 1: Institution and Program Information

#### Institution Information

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>CUNY Herbert H. Lehman College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Code (6 digits):</td>
<td>332000</td>
</tr>
</tbody>
</table>

*The name and code of the institution should reflect the information found on the Inventory of Registered Programs*

<table>
<thead>
<tr>
<th>Institution Address:</th>
<th>250 Bedford Park Blvd West</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
<td>Bronx</td>
</tr>
<tr>
<td>State/Country:</td>
<td>New York</td>
</tr>
<tr>
<td>Zip</td>
<td>10468</td>
</tr>
<tr>
<td>Regents Regions:</td>
<td>33200004, CUNY Herbert H. Lehman College, Bronx, NY, New York City, NYC</td>
</tr>
</tbody>
</table>

*Specify campus(s) of the institution where program is offered, if other than the main campus:*

*The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs*

**Specify any other additional campus(s) where the program is offered besides the ones selected above:**

**If any courses will be offered off campus, indicate the location and number of courses and credits:**

**If the program will be registered jointly with another institution, please provide the partner institution's name:**
**Program Information for New Programs**

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Organizational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td>Master of Science</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th>Option/Concentration Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Section III. Contact Information**

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Dr. Harriet Fayne</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of contact person:</strong></td>
<td>Dean, School of Education</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>718.960.8401</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>718.960.7855</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:harriet.fayne@lehman.cuny.edu">harriet.fayne@lehman.cuny.edu</a></td>
</tr>
</tbody>
</table>
### Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 2

### a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: Format Definitions

<table>
<thead>
<tr>
<th>XX</th>
<th>Evening: All requirements for the award must be offered during evening study.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekend: All requirements for the award must be offered during weekend study.</td>
</tr>
<tr>
<td></td>
<td>Evening/Weekend: All requirements for the award must be offered during a combination of evening and weekend study.</td>
</tr>
<tr>
<td></td>
<td>Day Addition: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.</td>
</tr>
<tr>
<td></td>
<td>Not Full-Time: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.</td>
</tr>
<tr>
<td></td>
<td>5-Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.</td>
</tr>
<tr>
<td></td>
<td>4.5 Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.</td>
</tr>
<tr>
<td></td>
<td>Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.</td>
</tr>
<tr>
<td></td>
<td>Independent Study: A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.</td>
</tr>
<tr>
<td></td>
<td>Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.</td>
</tr>
<tr>
<td></td>
<td>Distance Education: 50% or more of the course requirements for the award can be completed through study delivered by distance education.</td>
</tr>
<tr>
<td></td>
<td>External: All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.</td>
</tr>
<tr>
<td></td>
<td>Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner’s Regulations for instruction and supplementary assignments apply.</td>
</tr>
<tr>
<td></td>
<td>Standard Addition: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.</td>
</tr>
<tr>
<td></td>
<td>Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.</td>
</tr>
<tr>
<td></td>
<td>Language Other Than English: The program is taught in a language other than English.</td>
</tr>
<tr>
<td></td>
<td>Other Non-Standard Feature(s): Please provide a detailed explanation.</td>
</tr>
</tbody>
</table>
### b. Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply:

### c. Program Description and Purpose

1) **Provide a brief description of the program as it will appear in the institution’s catalog.**

The purpose of the proposed 30-credit master of science in organizational leadership (MSOL) program at Lehman College is to prepare candidates to assume leadership positions within a variety of fields such as higher education, not-for-profit, 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.

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.

2) **List the educational and (if appropriate) career objectives of the program.**

#### 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);

#### 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).

3) How does the program relate to the institution’s mission and/or master plan?
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.

4) What is the documented need for this program?
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.

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.

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.
5) Describe the role of faculty in the program’s design.
This program has been designed and developed by the EDL program faculty, with widespread input from the CLLSE department, along with feedback from the dean and associate dean of the school of education, the chair of the economics and business department and the director of graduate studies. Once the MSOL program is approved, the EDL faculty will continue to meet periodically to discuss course development and program assessment issues and make appropriate revisions.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
Feedback was gathered from former instructors of existing organizational leadership graduate programs, as well as industry professionals.

7) What are the anticipated Year 1 through Year 5 enrollments?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Incoming Students</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Year 2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Year 3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Year 4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Year 5</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

8) d. Admissions

1) List all program admission requirements (or note if identical to the institution’s admission requirements).
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.

2) Describe the process for evaluating exceptions to these requirements.
Exceptions to the above requirements may be made based upon evaluation of previous course work and experience. 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.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?
Answer:
One of Lehman College’s missions is to encourage enrollment by historically under-represented individuals. Students from these under-represented groups will be actively recruited - We will have community outreach, brochures and mailers, advertisements in appropriate journals and trade magazines, liaison with professional groups, informational sessions about the program advertised locally, as well as visibility on our website, along with the creation of a Facebook page and a Twitter account.
e. Academic Support Services

**Summarize the academic support services available** to help students succeed in the program. Students will have access to faculty instructors and will be monitored and advised by the MSOL coordinator and advisors. In addition, the academic performance of MSOL students is monitored by the office of graduate studies, and all MSOL students have access to support from the office of career services. Lastly, MSOL students also have access to library resources, writing, and computer labs.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Not Applicable

g. Program Assessment and Improvement

**Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.**

*Answer:*
The MSOL program will be housed in the same department as the other leadership programs for which there already is an assessment and evaluation plan. The proposed MSOL program will be incorporated into this assessment plan and will be input into TaskStream, the existing assessment system that the other leadership programs use. MSOL students will be required to purchase subscriptions to TaskStream to upload assignments, surveys, and other relevant program material, so that program faculty will be able to analyze data periodically throughout the program and use the outcomes to make appropriate revisions to courses and/or the program.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Not Applicable

Task 3 - Sample Program Schedule

**NOTE:** The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: [Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)]

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3]

a). Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).

**PLEASE SEE LEHMAN’S MSOL FULL PROPOSAL FOR THE GRADUATE SAMPLE SCHEDULE.**

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

*Answer:*

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master’s degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.
Culminating Action Research Project

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. Program students must complete and receive a B or higher grade on this capstone requirement for graduation.

The action research project will be focused on in the following courses: EDL 808: Leadership Seminar I: Needs Assessment (1 hrs., 1 cr.); EDL 809: Leadership Seminar II: Literature/Research (1 hrs., 1 cr.); and EDL 810: Leadership Seminar III: Implementation Plan (1 hrs., 1 cr.).

d). For existing courses that are a part of the major, enter the catalog description of the courses:
Answer:

Please see Lehman’s MSOL full proposal for all course syllabi.

e). Syllabi: Please see Lehman’s MSOL full proposal for all course syllabi.

For undergraduate programs, provide syllabi for all new courses in the major. For graduate programs, provide syllabi for all new courses.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.
Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.¹

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

---

<table>
<thead>
<tr>
<th>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature [Signature]</td>
</tr>
<tr>
<td>Date Date [Date]</td>
</tr>
<tr>
<td>Type or print the name and title of signatory</td>
</tr>
<tr>
<td>Dr. Anny Morrobel-Sosa</td>
</tr>
<tr>
<td>Phone Number 718.960.8222</td>
</tr>
</tbody>
</table>

¹ The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the NYS Education Department by:

Lehman College, City University of New York

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:
   Master of Science in Organizational Leadership

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Dr. Corey Seemiller

Signature:

Date: 3/11/16
December 17, 2015

To Whom It May Concern:

It is with great enthusiasm that I lend my support to the proposal to add a Master of Science in Organizational Leadership (MSOL) to the graduate offerings at Lehman College. The purpose of the proposed 30-credit MSOL program is to prepare students to assume leadership positions within a variety of community-based organizations and institutions. The program will be of the highest quality, accessible, and affordable. Currently, in the greater New York metropolitan area, there is no public college or university that offers a graduate degree focused on non-profit, organizational leadership.

A flourishing nonprofit sector is critical to the Bronx. With an emphasis on issues related to diverse, urban communities and an action-oriented approach, the Master of Science in Organization Leadership has the potential to be a signature program at Lehman College. The course of study will provide opportunities for promising individuals to acquire the knowledge and skills necessary to lead community-based organizations.

The MSOL focuses on systematic approaches to problem solving within organizational contexts. The course of study integrates theory and practice with learning outcomes that are aligned with the School of Education’s Lehman Urban Transformative Education (LUTE) conceptual framework. Students will be expected to develop their skills and capacities as leaders through on-campus and work-based experiences with fellow graduate students and faculty representing multiple fields. Graduates will be required to demonstrate their ability to devise actionable solutions to problems within their organizations. The cohort model will allow future Bronx leaders from different organizations and agencies to work collaboratively and to provide support to one another as they grapple with their own action research projects.

Lehman College has positioned itself as an intellectual, cultural and economic center in the Bronx. We are proud of our long, proud history of community outreach. I believe that the MSOL will advance Achieving the Vision: Strategic Directions for Lehman College, 2010-2020, Goal Four (Commitment to Engagement and Community Service). We are committed to enriching the community through increased engagement of the College’s resources, improving the health and educational well-being of the community, and contributing to the economic vitality of the Bronx and surrounding region. I can think of no better way to support these ambitious goals than to offer a leadership preparation programs for current and future community leaders.

Sincerely,

Ricardo R. Fernández
President
December 21, 2015

To Whom It May Concern:

I am happy to provide a letter supporting the proposal to add a Master of Science in Organizational Leadership (MSOL) to the graduate offerings at Lehman College. The purpose of the proposed 30-credit MSOL program is to prepare students to assume leadership positions within a variety of community-based organizations and institutions. The program will provide opportunities for individuals to acquire the knowledge and skills necessary to lead community-based organizations that embrace and value multicultural and diverse perspectives.

As Chair of the Department of Business and Economics, I was asked to determine whether the MSOL was distinctly different in purpose, course design and intended outcomes from the existing MS in Business (MSB). Not only did I read the proposal in its entirety and meet with Dr. Janet DeSimone, Coordinator, Educational Leadership programs, but I also asked members of the Business faculty to look specifically at two of the courses (EDL 806: Managing Financial resources; EDL 807: Leveraging Human Capital) that, on the surface, might resemble courses in the MSB sequence. After a careful review, Business faculty determined that EDL 806 has a very different focus than our MSB finance courses. In the MSB, we focus on helping our students to understand about financial operations and functions within organizations. EDL 806, instead, focuses on fiscal responsibility. EDL 807, despite the fact that it covers some of the topics that are taught in three MSB courses, does not have parallel learning outcomes to the MSB course work. EDL 807 is an overview that introduces individuals who wish to play leadership roles within their organizations to legal and regulatory policies and procedures and to techniques that enhance career development and professionalism. EDL 807 is not intended as a course that will prepare individuals to serve as Human Resources experts.

The proposed MSOL is purposefully interdisciplinary in its design, drawing upon a variety of fields, including but not limited to Business. In addition to lending my verbal support, I facilitated survey distribution to undergraduate business majors in order to help the School of Education collect needs-assessment data central, a key element in the MSOL planning process. I trust that the program will become an appealing option for current Lehman undergraduates and new student populations. I look forward to ongoing dialogue with my colleagues in the School of Education about ways that we can provide support to one another.

Sincerely,

Dene Hurley, Ph.D.
Chair and Associate Professor
April 5, 2016

Dear Dr. Fayne:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program is an important undertaking. It has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the non-profit sector in our borough. In graduate classes, committed individuals will work independently and with their peers on action research projects that will address challenges encountered in their work settings.

The conceptual framework that guides all School of Education models for exemplary education is one that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 3) responsiveness to changing needs in our city, state, nation, and the world. The Aprendes Foundation is already actively engaged in addressing ways to create community-based solutions to achieving positive youth outcomes in organizations throughout NYC and in the Bronx specifically, representing our commitment to make a positive difference in the lives of children, families, and neighborhoods.

The proposed MSOL program has the potential to have a profound impact on the Aprendes Foundation’s work with community-grown organizations and school districts). The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience “hands on learning” as well as to participate in a top-notch graduate program, we believe they will be better prepared to be community leaders. Graduates of this program can add value to our organization by sourcing the pipeline for first and second tier leadership of its grantees.
I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

Anthony Lopez, President
March 31, 2016

Dr. Harriet Fayne
Dean of Education
Lehman College
250 Bedford Park Blvd. West
Bronx, NY 10468

Dear Dr. Fayne:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program is an important undertaking. It has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the non-profit sector in our borough. In graduate classes, committed individuals will work independently and with their peers on action research projects that will address challenges encountered in their work settings.

The conceptual framework that guides all School of Education models for exemplary education is one that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 3) responsiveness to changing needs in our city, state, nation, and the world. Our faculty and students are already actively engaged in over 200 schools and organizations throughout NYC, representing our commitment to make a positive difference in the lives of children, families, and neighborhoods.

The proposed MSOL program has the potential to have a profound impact on Bronx-Lebanon Hospital Center. The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience “hands on learning” as well as to participate in a top-notch graduate program, we believe they will be better prepared to be community leaders. Graduates of this program can add value to our organization by expanding the hospital’s outreach to more community based organizations and educational institutions, as well as assist in helping Bronx-Lebanon Hospital Center make a positive impact in the lives of our community residents and neighborhoods.

I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

Robert Sancho

BRONX-LEBANON HOSPITAL CENTER
HEALTH CARE SYSTEM

ROBERT SANCHO
VICE PRESIDENT
DEVELOPMENT & EXTERNAL AFFAIRS

AFFILIATED WITH ALBERT EINSTEIN
COLLEGE OF MEDICINE

1650 BRAND CONCOURSE, BRONX, NEW YORK 10457
T 718-960-4490 F 718-960-4491 E rbsancho@aol.com
March 16, 2016

Dear Dr. DeSimone,

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program is an important undertaking. It has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the nonprofit sector in our borough. In graduate classes, committed individuals will work independently & with peers on action research projects that address challenges encountered in work settings.

The conceptual framework that guides all School of Education models for exemplary education is one that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 3) responsiveness to changing needs in our city, state, nation, and the world. Lehman faculty and students are actively engaged in over 200 schools and organizations throughout NYC, representing a commitment to make a difference in the lives of children, families, & neighborhoods.

The proposed MSOL program has the potential to have a profound impact on Code/Interactive (C/I), our nonprofit that was founded just a few blocks away from Lehman College in the Bronx in 2001. The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience “hands on learning” as well as to participate in a top-notch graduate program, we believe they will be better prepared to be community leaders. Graduates of this program can add value to our organization by providing job candidates in the future for our Program Manager, Development Manager, and Operations Manager positions to work at our nonprofit. We are also interested in using graduate programs like the MSOL to develop our own in-service leaders as they are promoted to director-level positions within Code/Interactive. C/I values educational experiences like MSOL, which can help to guide nonprofits like ours to operate efficiently and to serve our constituents effectively.

I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

Tom O’Connell, Program Director, Code/Interactive (C/I)
www.weare.ci  ||  tom@weare.ci  ||  914-874-3278
April 8, 2016

Dear Dr. DeSimone:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the Lehman College School of Education. The proposed graduate program is an important undertaking that has the potential to address the needs of the Bronx by providing professional development for those who will advance the work of the nonprofit sector in the borough.

The proposed MSOL program has the potential to have a profound impact on our city. The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience “hands on learning” while participating in a top-notch graduate program, we believe they will be better prepared to be community leaders. Graduates of this program can add value to our work in the city by helping to expand the growing ecosystem of nonprofits dedicated to youth and education, including our domain of computer science and technology education. My organization, CSNYC, is the City of New York’s partner in the 10-year Computer Science For All initiative and will be heavily invested in the Bronx in both nonprofit organizations and public schools.

I am willing to encourage promising candidates to enroll in courses and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to supporting this Bronx-based leadership program.

Sincerely,

Michael Preston
Executive Director
CSNYC – New York City Foundation for Computer Science Education
April 21st 2016

Dr. Harriet Fayne
School of Education Dean
Lehman College, CUNY
Carman Hall, Room B33
250 Bedford Park Boulevard West
Bronx, NY 10468

Dear Dr. Fayne:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program is an important undertaking. It has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the non-profit sector in our borough. In graduate classes, committed individuals will work independently and with their peers on action research projects that will address challenges encountered in their work settings.

The conceptual framework that guides all School of Education models for exemplary education is one that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 3) responsiveness to changing needs in our city, state, nation, and the world. Our faculty and students are already actively engaged in over 200 schools and organizations throughout NYC, representing our commitment to make a positive difference in the lives of children, families, and neighborhoods.

The proposed MSOL program has the potential to have a profound impact on the Harlem Children’s Zone. The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience "hands on learning" as well as to participate in a top-notch graduate program, we believe they will be better prepared to be community leaders. Graduates of this program can add value to our organization by contributing their skills, knowledge and talents and assisting us through the development of a talent pipeline of future committed and experienced leaders for the Harlem Children’s Zone and other related children organizations in which they may work.

I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

[Signature]

Conrad Pinnock,
Senior Advisor

Harlem Children’s Zone
April 5, 2016

Dr. Harriet Fayne  
School of Education Dean  
Lehman College, CUNY  
Carman Hall, Room B33  
250 Bedford Park Blvd. West  
Bronx, NY 10468

Dear Dr. Fayne:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the non-profit sector in our borough.

My understanding is that Lehman College School of Education programs are guided by a conceptual framework that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 4) responsiveness to changing needs in our city, state, nation, and the world. These goals are also important to the staff, mission, and partners of the Hunts Point Alliance of Children. Through the work of Lehman professors to impart skills that foster this vision, I am confident MSOL graduates will make a positive difference in the lives of children, families, and neighborhoods.

The proposed MSOL program has the potential to have a profound impact on the Hunts Point Alliance for Children. As a nonprofit focused on creating education opportunities for the students of the Hunts Point section of the South Bronx, we value our relationship with Lehman College and creating a talent pipeline for community leadership. Through the creation of the MSOL program, Lehman will attract mission-driven students that have an opportunity to learn within organizations like ours, and better understand the unique challenges and strong communities assets of our borough. We are particularly excited about the opportunities that Lehman students have to experience “hands on learning.”

I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

Jill Roche  
Executive Director
April 12, 2016

Dear Dr. Fayne:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program is an important undertaking, which has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the non-profit sector in our borough. In graduate classes, committed individuals will work independently and with their peers on action research projects that will address challenges encountered in their work settings.

The conceptual framework that guides all School of Education models for exemplary education is one that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 3) responsiveness to changing needs in our city, state, nation, and the world. Our faculty and students are already actively engaged in over 200 schools and organizations throughout NYC, representing our commitment to make a positive difference in the lives of children, families, and neighborhoods.

The proposed MSOL program has the potential to have a profound impact on the work of Phipps Neighborhoods and the South Bronx Rising Together partnership. The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience “hands on learning” as well as to participate in a top-notch graduate program, we believe they will be better prepared to be community leaders. This program could be a good fit for some of our youth and junior staff looking for long-term advancement in the field, and graduates of this program can add value to our organization across work in human services, education, workforce development and functional leadership.

I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

[Signature]

Elizabeth Clay Roy
Chief Strategy Officer, Phipps Neighborhoods
Co-Director, South Bronx Rising Together
Dear Dr. Fayne:

I am pleased to write this letter of support for the new Master of Science in Organizational Leadership (MSOL) to be offered by the School of Education. The proposed graduate program is an important undertaking. It has the potential to address the needs of the Bronx by providing professional development for those who want to advance the work of the non-profit sector in our borough. In graduate classes, committed individuals will work independently and with their peers on action research projects that will address challenges encountered in their work settings.

The conceptual framework that guides all School of Education models for exemplary education is one that promotes: 1) the value of understanding difference and diversity as foundations for improvement; 2) working collaboratively to create ideas that incorporate and represent multiple perspectives; 3) creating spaces where human relationships are valued and nurtured; 3) responsiveness to changing needs in our city, state, nation, and the world. Our faculty and students are already actively engaged in over 200 schools and organizations throughout NYC, representing our commitment to make a positive difference in the lives of children, families, and neighborhoods.

The proposed MSOL program has the potential to have a profound impact on Weeksville Heritage Center. The proposed curriculum design and outreach represent innovative approaches to leadership development. Because Lehman students will have multiple opportunities to experience “hands on learning” as well as to participate in a top-notch graduate program, we believe they will be better prepared to be community leaders. Graduates of this program can add value to our organization by developing leadership that will value individuality, creativity and diversity. This program identifies key skills that leaders often lack since much of their training focuses on business and administrative functions. In the non-profit sector, our most valuable resource is the dedicated people who work for us. MSOL recognizes the importance of leveraging this capital. I applaud this initiative; organizations should pay more attention to cultivating future leaders as opposed to just managing workers.

I am willing to serve on an advisory committee, encourage promising candidates to enroll in courses, and coordinate with Lehman faculty as MSOL students develop their action research projects. I am fully supportive of this proposal and look forward to playing a role in this Bronx-based leadership program.

Sincerely,

[Signature]
Anita Romero-Warren
Director of Operations & Administration