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**Minutes of
The Lehman College Senate Meeting
Wednesday, May 6, 2020
Senate Meeting**

7 **Senators Present:** Acevedo, J.; Aisemberg, G.; Alexander-Street, A.; Ali S.; Alto, A.; Arias Bueno,
8 M.; Auslander, D.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Bayne, G.; Bazile, S.; Begum,
9 M.; Bergmann, R.; Boston, N.; Britt, K.; Budescu, M.; Burton-Pye, B.; Calvet, L.; Campeanu, S.;
10 Cheng, H.; Codrington, N.; Collett, J.; Davis, D.; Dumais, S.; Ebersole, S.; Evanson, L.; Fakhouri,
11 S.; Farrell, R.; Fera, J.; Finger, R.; Fortunato-Tavares, T.; Georges, C.; Gonzalez Castillo, R.;
12 Hattori, T.; Hernandez, F.; Hyman, D.; Johnney, L.; Johnson, M.; Ka, K.; Kamara, M.; Kim, C.;
13 Lemons, D.; Loscocco, P.; Luerssen, A.; Machado, E.; Mahon, J.; Maney, B.; Marianetti, M.;
14 Markens, S.; Mazza, C.; McCabe, J.; McKenna, C.; McNeil, C.; Mellen, A.; Mills, P.; Moreno,
15 Q.; Munch, J.; Murphy, B.; Muturia, F.; Nunez-Torres, A.; Nwosu, P.; Ohmer, S.; Ouedraogo, R.;
16 Phillips, M.; Prince, P.; Qian, G.; Ramirez, M.; Rice, A.; Rinti, R.; Rodriguez-Allie, A.; Rosario,
17 Y.; Rotolo, R.; Sanchez, J.; Sanchez, J.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman,
18 A.; Turkin, J.; Valentine, R.; Waring, E.; Yavuz, D.; Zerphey, N.

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21 **Senators Absent:** Alimi, A.; Allison, A.; Arias, R.; Di Bello, M.; Doyran, M.; Garcia, N.; Jerry,
22 C.; MacKillop, J.; Marmolejos, B.; O’Dowd, M.; Olumuyide, E.; Rothman, C.; Taveras, J.; Wynne,
23 B.

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27 The meeting was called to order by President Daniel Lemons at 3:35.

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29 **1. Approval of the Minutes**

30 The minutes of the March 4, 2020 Senate meeting was approved by majority vote with the following
31 amendment: that lines 108-110 include a reference specifying the items that were approved.

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33 **2. Announcements and Communications**

34 **a. Report of the President—**
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36 There was no report. Dr. Lemons welcomed all to the first virtual meeting of the College
37 Senate and asked Professor Joseph Fera to outline the procedures for the voting process that
38 would take place later in the meeting.

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40 Prof. Fera explained that those who wish to “nae” or “abstain” when voting on an item that
41 requires Senate action, would be required to do so by typing in their answer and submitting

42 it via the Zoom chat window. Those who wish to vote “yea,” Prof. Fera explained, would
43 not be required to do so as their presence alone would be equivalent to an affirmative vote;
44 this, he clarified, would allow the Senate to determine whether or not a motion has passed.
45 Prof. Fera also informed that he would moderate the course of the process via the chat
46 window to maintain fluidity as well as consistency.

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48 **b. Student Legislative Assembly—**

49 There was no report.
50

51 **REPORTS OF STANDING COMMITTEES—**

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53 **1. Graduate Studies**

54 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
55 Middle and High School Education, Early Childhood and Childhood Education, Nursing, and
56 Economics. The proposal was unanimously approved.
57

58 Prof. DeSimone also presented one informational item on experimental courses from the Department
59 of Counseling, Leadership, Literacy, and Special Education.
60

61 See Attachment I
62

63 **2. Governance Committee**

64 There was no report.
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66 **3. Committee on Admissions, Evaluations and Academic Standards**

67 Professor Sandra Campeanu presented three proposals. The first was to award a posthumous
68 bachelor of arts degree to the late Daniel DeHoyos; the proposal was unanimously approved. The
69 second was to award a posthumous bachelor of arts degree to the late Xavier Richburg; the proposal
70 was unanimously approved. The third was to award a posthumous bachelor of arts degree to the late
71 Lenin Portillo, and the proposal was unanimously approved.
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See Attachment II

4. Undergraduate Curriculum

Professor Lynn Rosenberg presented the list of graduate and undergraduate degree candidates for approval, which was contingent upon each candidate’s completion of the requirements for graduation. The proposal was unanimously approved.

There was a question on whether the graduation list could be revised and later voted on, provided that names were missing from the list. Senior Registrar, Yvette Rosario, explained that it is common for the list to have changed after it is voted on by the Senate, and that graduation lists voted on by the Senate often become obsolete. As a symbolic gesture in favor of those graduating in Spring 2020, Prof. Fera informed that an email would be circulated to members of the Senate to virtually cast a vote for each candidate that has successfully completed the requirements of their degree. In addition to the email, Professor Duane Tananbaum suggested a symbolic voice vote and all were allowed to unmute themselves to proceed in this manner; members of the Senate participated in the symbolic gesture and approved the list by unanimous voice vote.

5. Academic Freedom:

There was no report.

6. Library, Technology, and Telecommunication

There was no report.

7. Campus Life and Facilities

There was no report.

8. Budget and Long-Range Planning

There was no report.

9. University Faculty Senate Report

There was no report.

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106 **4. Report of Ad Hoc Committee**

107 **a. Report of the Academic Assessment Council—**

108 There was no report.

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110 **Old Business**----None.

111

112 **New Business**----None.

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115 **ADJOURNMENT**

116 President Lemons adjourned the meeting at 4:25 p.m.

117

118 Respectfully submitted:

119

120 Cynthia Cessant

GOVERNANCE COMMITTEE
May 6th Senate Meeting Report
(Informational Items Only)

1. **Standing Committees' Faculty Vacancies**. The Governance Committee will prepare the slate of faculty members to fill vacancies on standing Senate committees during its May meeting. This slate will be prepared from the solicited nominations collected in March. This slate will be presented to the Senate at its first meeting in the Fall term. During this time, additional nominations will be taken from the floor with a vote to immediately follow.
2. **Presidential Search Committee**. The Governance Committee will conclude a 2-round election process to elect three tenured faculty members to serve on the college's Presidential Search Committee. Round 1 of the process solicited nominations from all faculty, both part and full time. In round 2, faculty Senators voted for three candidates from among the six candidates with the highest number of nomination points from round 1. This process was in accordance with both Board of Trustees policies and the Lehman College Senate By Laws. The Governance Committee wishes to sincerely thank Professor Katherine Burt for her help in the election process.
3. **Proposed Ad-Hoc Committee Resolution**. On Friday, April 17th Robert Farrell sent the Governance Committee a proposed resolution to formulate an ad-hoc committee of the Lehman College Senate. After reviewing the proposed resolution, the Governance Committee believed that the ad-hoc committee's proposed charge was within the purview of the Senate's standing committee on Academic Freedom. In particular, in Article IV, Section 14, Part b, Item iii of the Lehman College Senate By Laws, it states that the following is a function of the Committee on Academic Freedom:

Recommends procedures and guidelines for the settlement of internal campus problems and may, with Senate approval, establish review mechanisms appropriate to that responsibility.

Therefore, the Governance Committee referred the issue to the Chair of the Academic Freedom Committee, Professor David Manier. In addition, the Governance Committee respectfully asked that the Academic Freedom Committee report back to the Senate on this issue no later than the second Senate meeting of the Fall 2020 term. A copy of the original resolution is included.

Proposed Senate Resolution

Whereas the PSC CUNY contract, CUNY policy and other academic norms provide full time faculty and staff greater recourse to due process protections in the case of dismissal than what is articulated and generally adhered to for part time faculty;

Whereas, in cases where adjuncts are dismissed from Lehman outside the procedures of standard non-reappointment, little due process protection is available;

Whereas there is also an absence of articulated procedures at Lehman that might ensure some form of due process when dismissing adjuncts at Lehman;

Whereas, in the absence of any procedures to ensure due process, decisions on the dismissal of adjuncts are left to the arbitrary discretion of the administration;

Whereas the administration is not bound by current contractual agreements to grant adjunct faculty rights equivalent to full-time faculty with respect to fair treatment in disciplinary procedures, the Senate has the right to advise the administration on issues of dismissal and the administration can be guided by a set of advisable procedures were it to so choose;

Therefore, be it resolved that the Lehman College Senate will create a five person Ad Hoc Advisory Committee on Adjunct Dismissal Procedures to advise the President on procedures for dismissing adjuncts;

And be it further resolved that the membership of the Ad Hoc Advisory Committee on Adjunct Dismissal Procedures will be comprised of a majority of (at least 3) adjunct faculty members and will present a set of said procedures to the Senate for a vote at its second meeting in the Fall of 2020.

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: May 6, 2020

The CAEAS committee met on March 11 at 1-2pm and had a quorum present.

The committee heard a request for a posthumous degree from the Recreational Education program in the Department of Health Sciences. The committee voted unanimously to recommend granting the request and therefore brings the resolution to the Senate floor for a vote.

The committee heard a request for a posthumous degree from the Department of Computer Science. The committee voted unanimously to recommend granting the request and therefore brings the resolution to the Senate floor for a vote.

In addition, CAEAS committee members later voted by email to approve Graduation Lists for both undergraduate and graduate candidates for May graduation, 2020. By email, a quorum was reached and CAEAS voted unanimously to approve the graduation lists, pending successful completion of the graduation requirements. CAEAS, therefore, submits the graduation lists for Senate approval.

Lastly, CAEAS committee members heard a request for a posthumous degree from the Department of Sociology. The committee reached a quorum by email and voted unanimously to recommend granting the request and therefore brings the resolution to the Senate floor for a vote.

Posthumous Degree - Mr. Daniel DeHoyos

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss and memory of Mr. Daniel DeHoyos; and

WHEREAS, Daniel DeHoyos was a senior Recreation Education major at Lehman College who was in excellent standing; was a future recreation professional whose dedication to his discipline would have made the Department of Health Sciences and Lehman College proud; and

WHEREAS, Daniel DeHoyos, took a break from his education during his senior year to serve his country by joining the United States Army and earning three medals and two letters of commendations, ascending to the position of a Construction Engineer; and

WHEREAS, Daniel DeHoyos was deeply committed to his academic goals and, in his desire to serve as a role model to his infant son, made his intentions to complete his degree known to his superior officers; and

WHEREAS, Daniel DeHoyos was a caring and committed student, father, and husband who enrolled in Recreation Education to demonstrate his concern for the well-being of others and to acquire the skills to enable to be of service to society; and

WHEREAS, the faculty of the Department of Health Sciences have requested that Daniel DeHoyos be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Health Sciences and the Dean of the School of Health Sciences, Human Services, and Nursing have recommended that Daniel DeHoyos be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Daniel DeHoyos; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and support awarding a posthumous degree to Daniel DeHoyos, therefore it be

RESOLVED, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that President Daniel Lemons confer a posthumous Bachelor of Science Degree to Mr. Daniel DeHoyos.

Resolution: Posthumous Degree - Mr. Lenin Portillo

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss and memory of Mr. Lenin Portillo; and

WHEREAS, Lenin Portillo was a senior Sociology major at Lehman College who was in very good standing; with 121 credits, and a 3.5 GPA and an expected graduation date of May 28, 2020; and

WHEREAS, Lenin Portillo turned 37 on April 12, 2020, on which day he was rushed to the hospital, where he passed away two days later as a result of complications from COVID-19 illness; and

WHEREAS, the faculty of the Department of Sociology have requested that Lenin Portillo be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Sociology and the Interim Dean of the School of Natural and Social Sciences have recommended that Lenin Portillo be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Lenin Portillo; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and support awarding a posthumous degree to Lenin Portillo, therefore it be

RESOLVED, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that President Daniel Lemons confer a posthumous Bachelor of Arts Degree to Mr. Lenin Portillo.



Resolution: Posthumous Degree - Mr. Xavier Richburg

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss and memory of Mr. Xavier Richburg; and

WHEREAS, Xavier Richburg was a senior Computer Information Systems major at Lehman College who was in good standing; and

WHEREAS, Xavier Richburg, withdrew from classes for medical reasons, which led to an extended hospitalization, during which Xavier Richburg ultimately passed away; and

WHEREAS, the faculty of the Department of Computer Science have requested that Xavier Richburg be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Computer Science and the Dean of the School of Natural and Social Sciences have recommended that Xavier Richburg be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Xavier Richburg; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and support awarding a posthumous degree to Xavier Richburg, therefore it be

RESOLVED, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that President Daniel Lemons confer a posthumous Bachelor of Science Degree to Mr. Xavier Richburg.

Senate Meeting – May 6, 2020
Proposed Graduate Studies Report

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

Department of Middle and High School Education

Department of Early Childhood and Childhood Education

- Change in degree requirements, registered certificate name and departments: Advanced Certificate Program: Bilingual Extension

Department of Middle and High School Education

- Change in degree requirements: MEd, Science Education

Department of Counseling, Leadership, Literacy and Special Education

- Course changes: EDR 701, 711, 721, 751
- New degree program: EdD, Organizational Leadership, Development and Change

Department of Nursing

- Change in admission requirements:
 - BS-DNP, Family Nurse Practitioner
 - Post-Master's-DNP, Family Nurse Practitioner
 - DNP, Family Nurse Practitioner
 - BS-DNP, Pediatric Nurse Practitioner
 - Post-Master's-DNP, Pediatric Nurse Practitioner
 - DNP, Pediatric Nurse Practitioner
 - MS, Family Nurse Practitioner
 - MS, Pediatric Nurse Practitioner
- Course changes: NUR 800, 801, 803, 805, 806, 807, 808

Department of Economics and Business

- Change in admission requirements: MS, Business

Informational Item:

I would also like to put forth one informational item from the following department:

Department of Counseling, Leadership, Literacy and Special Education

- EDS 787 and 788 – experimental courses needed this summer

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be in September 2020.

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

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

CURRICULUM CHANGE

1. **Type of Change:** *Course title and description*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 701
Course Title	Language and Literacy Development of Infants, Toddlers, and Young Children
Description	Examination of theories of and research on language and literacy development among infants, toddlers, and young children of varying developmental abilities and from diverse linguistic and cultural backgrounds.
Pre/ Co Requisites	Permission of Coordinator
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 701
Course Title	Language and Literacy <u>Acquisition and Development Across the Lifespan</u>
Description	Examination of theories of and research on language and literacy development among <u>various learners across the lifespan and from diverse linguistic and cultural backgrounds.</u> <u>(15 fieldwork hours required.)</u>
Pre/ Co Requisites	Permission of coordinator
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** In preparation of developing a new program for Teaching Lifelong Literacy (Non-Certification), we needed to modify the course to address the requirements of the new program. Changing the course from *Language and Literacy Development of Infants, Toddlers, and Young Children* to *Language and Literacy Acquisition and Development Across the Lifespan* creates a new descriptor for the targeted developmental levels addressed. Moving from early childhood to the lifespan broadens the scope of the course and allows for varied needs to be addressed. In addition, we added fieldwork hours to allow candidates to have more practical experience in the field, thereby making the theoretical and research foundations more tangible. This course will be offered in its new form as an elective for current Literacy Studies students.

5. **Date of departmental approval:** February 10, 2020

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

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

CURRICULUM CHANGE

1. **Type of Change:** *Course title and description*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 711
Course Title	Instructional Approaches for Language and Literacy Development in Early Childhood Education
Description	Instructional approaches appropriate for language and literacy development in early childhood education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of infants, toddlers, and young children of varying developmental abilities.
Pre/ Co Requisites	Permission of Coordinator
Credits	3
Hours	3

Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 711
Course Title	Instructional Approaches for Language and Literacy Development <u>Across the Lifespan</u>

Description	Instructional approaches appropriate for language and literacy development <u>across the lifespan</u> based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development <u>of varies learners across the lifespan</u>
Pre/ Co Requisites	Permission of coordinator
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** In preparation of developing a new program for Teaching Lifelong Literacy (Non-Certification), we needed to modify the course to address the requirements of the new program. Changing the course from *Instructional Approaches for Language and Literacy Development in Early Childhood Education* to *Instructional Approaches for Language and Literacy Development Across the Lifespan* creates a new descriptor for the targeted developmental levels addressed. Moving from early childhood to the lifespan broadens the scope of the course and allows for varied needs to be addressed. This course will be offered in its new form as an elective for current Literacy Studies students.

5. **Date of departmental approval:** February 10, 2020

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

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

CURRICULUM CHANGE

1. **Type of Change:** *Course title, description and prerequisite*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 721
Course Title	Assessing and Evaluating Language and Literacy Development in Early Childhood Education
Description	Assessing, evaluating, and facilitating language and literacy development among young children of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case studies done under supervision.
Pre/ Co Requisites	Permission of Coordinator
Credits	3

Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 721
Course Title	Assessing and Evaluating Language and Literacy Development <u>Across the Lifespan</u>

Description	Assessing, evaluating, and facilitating language and literacy development <u>among learners of varying abilities</u> and from diverse linguistic and cultural backgrounds <u>across the lifespan</u> . Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case studies done under supervision. (<u>15 fieldwork hours required.</u>)
Pre/ Co Requisites	Permission of coordinator; <u>EDR 701 and EDR 711</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** In preparation of developing of creating a new program for Teaching Lifelong Literacy (Non-Certification), we needed to modify the course to address the requirements of the new program. Changing the course from *Assessing and Evaluating Language and Literacy Development in Early Childhood Education* to *Assessing and Evaluating Language and Literacy Development Across the Lifespan* creates a new descriptor for the targeted developmental levels addressed. Moving from early childhood to the lifespan broadens the scope of the course and allows for varied needs to be addressed. In addition, we added a 15-hour fieldwork experience to allow candidates to apply the assessment strategies taught within the course. This course will be offered in its new form as an elective for current Literacy Studies students. Finally, we added two prerequisite course, EDR 701 and EDR 711. EDR 701 is being added to ensure

candidates entering this course have the foundation knowledge of research and theory of literacy development. EDR 711 is being added to ensure candidates entering this course have knowledge of instructional strategies and approaches for teaching varied literacy skills at differing levels.

5. **Date of departmental approval:** February 10, 2020

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

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

CURRICULUM CHANGE

1. **Type of Change:** *Course title and description*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 751
Course Title	Literature-Based Literacy Programs in Early Childhood Education
Description	Examination of research on literature-based literacy programs in early childhood education. Emphasis on programs that facilitate literacy development among children of varying developmental abilities and from diverse linguistic and cultural backgrounds.
Pre/ Co Requisites	Permission of Coordinator
Credits	3
Hours	3

Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 751
Course Title	<u>Developing Literacy through Literature</u>
Description	<u>Emphasis on comprehensive strategies in literacy, using different genres of literature, that facilitate literacy development among various learners across the lifespan. Focus on critical thinking skills, open-ended discussion, and analysis of the range of reading and text complexities of fiction literature.</u>

Pre/ Co Requisites	Permission of coordinator
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** In preparation of developing of creating a new program for Teaching Lifelong Literacy (Non-Certification), we needed to modify the course to address the requirements of the new program. Changing the course from *Literature-Based Literacy Programs in Early Childhood Education* to *Developing Literacy through Literature* creates a new descriptor for the targeted developmental levels from early childhood to the lifespan in order to broaden the scope of the course. The changes in title and course description also illustrates the emphasis of the course content from teaching literature in literacy programs to a focus on building skills through literature. This course will be offered in its new form as an elective for current Literacy Studies students.

5. **Date of departmental approval:** February 10, 2020

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

PROPOSAL TO ESTABLISH A PROGRAM IN
ORGANIZATIONAL LEADERSHIP, DEVELOPMENT AND CHANGE
LEADING TO THE
DOCTOR OF EDUCATION (EdD)

SPONSORED BY
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY,
AND SPECIAL EDUCATION (CLLSE)**
Approval: February 10, 2020

APPROVED BY
LEHMAN COLLEGE FACULTY SENATE
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EXECUTIVE SUMMARY

Lehman College’s proposed 52-credit Doctor of Education in Organizational Leadership, Development and Change (EdOLDC) program is designed for graduates to lead mission-driven organizations that serve the community in a complex and constantly shifting environment through its emphasis on research, collaboration, social justice and applied practice. It 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.
- Provide undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal and professional development.

With advancements in educational technology, Lehman’s delivery of this program in a low-residency format (e.g., online courses complemented with three on-site, intensive residencies) will enable it to attract learners from not only a traditional Bronx-based population but also reach participants from neighboring counties as well as adjacent areas in New Jersey, Connecticut and Pennsylvania.¹ As a result, this program has the potential to have both a local and a regional impact. The extended reach of the program will be attractive to professionals working in the many public and private educational systems, hospitals, non-profit and/or community-based organizations, industrial companies, city agencies, state and county agencies and social service organizations in the New York Standard Metropolitan Statistical Area. The operating environment in which these organizations deliver services to the community has become increasingly complex. In order to assure sustainability for these organizations, a need for practitioner-scholar leaders who can synthesize macro level forces has emerged. These will be leaders who look to improving operating practices by applying research and foundational knowledge to real-world organizational, leadership, change management and organizational flexibility issues. As such, the majority of the applicants seeking an EdOLDC degree will be employees of these educational systems, organizations and agencies. The introduction of a low-residency EdOLDC program at Lehman College will augment existing graduate leadership degrees from Lehman College in advancing 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 organizations within the Lehman service area enroll and graduate from it ensures that the impact of a Lehman College education in the region is sustained.

In continuing to meet the changing needs of adult learners and the organizations that employ them, the proposed EdOLDC will cater to the needs of a broad variety of professions. The program is designed with an intentionally interdisciplinary curriculum, will leverage new educational learning technologies, will provide proactive learner supports in all phases of the program, will foster employer-college partnerships and will reduce time to completion through an accelerated program structure. The EdOLDC will expand on the existing educational leadership programs currently housed at Lehman in two very important ways: first, it will add a comprehensive practical-theoretical research component that will add to the depth of the program content; and second, it will be delivered in a low-residency format, which balances the flexibility to meet learners' demanding schedules, with the strength of community building, which is the hallmark of an in-person component. This low-residency format will be characterized by combining a mix of scheduling, pedagogical and modality variants, which include online and hybrid courses and a total of three weekend/summer on-site intensives. In delivering the EdOLDC program, Lehman College's School of Education (SOE) will further enhance its commitment to its community by fulfilling additional unmet professional development needs of both adult learners and the organizations that employ them. In addition, the proposed EdOLDC program is designed on the premise that the leadership challenges of almost all professions tend to be universal. As such, this program offers practical tools and theoretical foundations to its learners. The program's planned approach of integrating policy, innovation, technology and social responsibility, as essential elements within courses across the entire curriculum, will ensure that students are skilled in the necessary leadership and change practices upon program completion.

Many of the EdD programs offered within CUNY and by other regional institutions focus mainly on leadership as it applies to traditional educational environments (e.g., K-12, higher education) or are not offered in a modality that provides as much flexibility to potential candidates through minimal on site requirements. Lehman College's EdOLDC program will be designed to address this market as well, but in addition will address emerging leadership considerations that can be found in many 21st century institutions, such as the need for ongoing innovation, the role of entrepreneurship, increasing diversity and globalization, the impact of technology in educational institutions and the workplace and the need for increased flexibility that is required to keep up in an environment characterized by a rapid pace of change. The program is designed to maximize collaboration between students who make up the cohort, so that they can learn from each other and the issues that are manifest in their respective industries. This collaboration across sectors will inform more robust solutions for cohort members to address their organizational challenges. The interdisciplinary nature of the content will prepare scholar-practitioners to understand some of the emerging relationships among government entities, traditional educational institutions and non-profit service organizations, which reflect a public-private partnership trend that is becoming increasingly popular in the education and non-profit sector. Professionals working in these forward-looking partnerships will be better equipped to address major challenges in today's education and training ecosystem. As a result, this experiential, interdisciplinary program has the potential to radically impact the needs of not only leaders in traditional educational environments, but leaders across a variety of professions who are tasked with leading educational initiatives.

The proposed low-residency, three-year, part-time, cohort-based, 52-credit curriculum is intended to provide students exposure to relevant and practical qualitative and quantitative research techniques to help students transform their organizations into powerful learning organizations. The

pedagogical content of the courses integrates practice with theory, and course objectives are aligned with the SOE's *Lehman Urban Transformative Education* (LUTE) conceptual framework. Given the emerging requirement by employers for graduates to have significant, proven experience when a degree is granted, extensive field-based experiences will be a central component that will culminate in the completion of a dissertation. The proposed courses will emphasize self assessment and reflection, critical thinking, decision making and problem solving. Students will be prepared to meet program goals through interactive, team-based, transformational online and in-person learning experiences. The general framework for the dissertation will be aligned with the *Carnegie Project on the Education Doctorate's* (CPED) "dissertation in practice," which is a culminating experience that demonstrates the scholarly practitioner's ability to solve problems of practice and exhibits the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman 2005, p.52). Specifically, the dissertation requirements of the program will be based upon the Three Article Dissertation (TAD), which has been adopted by a growing number of EdD programs in leadership studies and educational leadership (see Appendix I for a description of the TAD). This involves organizing the thesis into three (or more) publishable, full-length articles and joining them with an introduction that presents the general theme of the research project, as well as summarizing the main findings in a concluding chapter. This approach serves two important purposes, benefiting both the student as well as the institution. First, students will have the opportunity to immerse themselves in multiple, related service learning projects built on participatory research projects that will be documented through the TAD. These experiences will give them hands-on experience working with faculty mentors on separate and distinct aspects of organizational leadership. Second, Lehman, as an institution, will benefit through the creation of a research community that will provide a pipeline for recruiting new faculty, as well as generating an increased volume of peer-review worthy articles that can be published. This approach will enhance the reputation of both the program and the institution.

Within the Department of Counseling, Leadership, Literacy and Special Education (CLLSE) and the SOE and across the college, there are excellent and qualified full-time faculty members with degrees, skills and/or experience to teach in the EdOLDC program. In addition, two full-time faculty will be hired: one at the beginning of the first year of the EdOLDC program, to staff the program and assume all administrative duties; and another at the beginning of the third year. This commitment to hiring additional faculty will ensure program quality without any impact on existing CLLSE programs. Further, through the mindful populating of dissertation committees with professionals in leadership positions from a variety of educational, non-profit and community-based organizations also will ensure existing programs are not impacted, while still maintaining the integrity of the action research. This blend of practical with a strong academic and research foundation will best meet the needs of EdOLDC students.

The EdOLDC represents a strategic commitment on behalf of Lehman to invest in the delivery of more online and low-residency programs. Some of the costs associated with this program are investments in Lehman's infrastructure to update online and low-residency capabilities. Accounting for these costs, we expect that the EdOLDC graduate program will be fully self-sustaining within three years. (Please see the full proposal for detailed enrollment, projected revenue and expenditure calculations.)

There are multiple goals for the EdOLDC program, but the main outcomes for the program are as follows:

- 1) prepare candidates who can evaluate educational theory, business and market considerations, and problem-solving approaches to lead organizations in innovation, entrepreneurship and change;
- 2) prepare candidates who can leverage technology to support their practices and analyze data to create, articulate, implement, inspire and communicate a vision for an organization;
- 3) prepare candidates who can communicate and build effective partnerships;
- 4) prepare candidates to employ best practices in project management to harness human ingenuity, navigate through technology and environmental change and create competitive advantage for an organization;
- 5) enhance candidates' capacity for fostering continuous learning, unleashing human potential and generating motivation;
- 6) develop candidates who are models of ethical and moral leadership, who embrace diversity, who promote social responsibility, who give back to their community and who seek to build positive relationships based on trust, understanding and mutual respect; and
- 7) develop candidates who demonstrate scholarship and service.

ABSTRACT

Lehman College of the City University of New York proposes to establish a low-residency, three-year, part-time, cohort-based, 52-credit Doctor of Education program in Organizational Leadership, Development and Change (EdOLDC), taught in trimesters with anticipated completion in three years. This program seeks to prepare candidates to assume leadership positions within a variety of fields such as K-12 and higher education, not-for-profits, community-based organizations, industrial companies, governmental agencies and healthcare providers. It will provide opportunities for high-quality, accessible and affordable graduate leadership education for residents in the Bronx and surrounding areas. While there are currently other EdD degrees within the CUNY system, in the Bronx and in the surrounding greater NY-NJ metropolitan area, these programs are either (1) heavily focused on issues impacting traditional K-12 or higher education institutions; and/or (2) offered by private institutions, with a much higher price point; and/or (3) offered in a modality that is not as flexible to students as the proposed EdOLDC modality. There is no public-sector institution that offers a doctor of education degree in organizational leadership, development and change, which will address in such detail those wider range of factors impacting non-traditional institutions that serve their communities, such as the need for ongoing innovation, the role of entrepreneurship, increasing diversity and globalization, the impact of technology in educational institutions and the workplace and the need for increased flexibility that is required to keep up in an environment characterized by a rapid pace of change. As a result, Lehman would be the only CUNY institution to offer such a degree. The EdOLDC program will be housed in the Department of Counseling, Leadership, Literacy and Special Education (within the School of Education) and will be the fourth leadership program offered, joining Lehman's existing Educational Leadership (School Building Leader) Master's Degree Program, Educational Leadership (School District Leader) Advanced Certificate Program and Organizational Leadership Master's Degree Program.

PURPOSE AND GOALS

Purpose

The purpose of the proposed low-residency, three-year, part-time, cohort-based 52-credit doctor of education in organizational leadership (EdOLDC) program at Lehman College is to prepare students to assume leadership positions within a variety of fields in addition to higher education and K-12, such as not-for-profit, community-based, industrial companies, governmental agencies and healthcare providers. The program will provide opportunities for high-quality, accessible, and affordable doctoral 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 doctor of education degree in organizational leadership, development and change.

The EdOLDC program will be housed in the Department of Counseling, Leadership, Literacy and Special Education (CLLSE) (within the School of Education - SOE) and will be the fourth leadership program offered, joining Lehman's existing Educational Leadership (School Building Leader) Master's Degree Program, Educational Leadership (School District Leader) Advanced Certificate Program and Organizational Leadership Master's Degree Program.

The design of this EdD program has been informed by a number of sources:

- the work of the Carnegie Project on the Education Doctorate;
- feedback from an Advisory Board consisting of professionals in local educational, non-profit, health and other community-oriented organizations and industrial companies;
- trends in higher education;
- Lehman's 12 plus years of experience running leadership programs;
- employment hiring trends;
- inspection and identification of best practices in EdD programs from programs reviewed in the competitive scan; and
- input from students and graduates of the existing Lehman Leadership Studies and other related graduate programs.

The curriculum is constructed to draw from a variety of occupational sectors for anyone looking to develop his/her capacity for change-making, innovation and leadership in any organizational context: higher education, K-12 education, for-profit, non-profit, government, consulting and healthcare. Students will be prepared for positions in these fields with representative titles such as educational administrators, post-secondary teachers, administrative service managers, medical and health services managers, training and development specialists, directors, and executive directors. Course resources represent scholarship from a wide range of disciplines that contribute to the general praxis of leadership, including education, psychology, social sciences, humanities and management.

The pedagogical content of the courses integrates practice with theory, and course objectives are aligned with the SOE's *Lehman Urban Transformative Education (LUTE)* conceptual framework. The proposed courses will emphasize self-assessment and reflection, critical thinking, decision making and problem solving and application of research in organizational leadership theory to real-world environments. Through its low-residency format, students will be prepared to meet 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 individuals and strive to create democratic and professional learning communities that continuously seek to improve and progress;
3. Prepare candidates who can evaluate educational theory, business and market considerations, and problem solving approaches to lead organizations in innovation, entrepreneurship and change;
4. Prepare candidates who can analyze data to create, articulate, implement, inspire and communicate a vision for an organization;
5. Prepare candidates to leverage the benefits advanced through digital transformation and fully utilize technology in their practice of organizational leadership and change;
6. Prepare candidates who can communicate and build effective partnerships;
7. Prepare candidates to harness human ingenuity and environmental change to foster continuous learning and competitive advantage;
8. Enhance candidates' capacity for unleashing human potential and generating motivation;
9. Develop candidates who are informed consumers of leadership research and who rely on data-driven decision making to improve functions of an organization and to effectively allocate resources;
10. Develop candidates who are models of ethical and moral leadership, who embrace diversity, who promote social responsibility, who give back to their community and who seek to build positive relationships based on trust, understanding and mutual respect;
11. Develop candidates who are critical thinkers;
12. Develop candidates who understand issues associated with diversity (LUTE);
13. Develop candidates who have the ability and versatility to create optimal learning experiences (LUTE);
14. Develop candidates who demonstrate scholarship and service (LUTE);
15. Assist candidates to acquire tools for ongoing self-assessment and growth as leaders; and
16. Prepare future generations of scholar-practitioners that will further establish Lehman College's reputation as one of excellence in the field of leadership studies.

Career Objectives

Develop the abilities of program graduates to:

- Qualify for leadership positions within non-profit institutions, governmental, community-based and healthcare organizations, traditional educational institutions and industrial companies;
- Write informed, scholarly synopses of ways organizational leadership research informs data-driven decisions; helps meet goals and vision; and creates new practices;

- Lead organizational reforms and act as change agents for continuous improvement and better outcomes that impact communities;
- Synthesize educational issues related to culture and social justice to engage successfully with diverse organizations and professionals;
- Form collaborative relationships with partners and the community; and
- Make a life-long commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations.

Faculty Expertise and Support

Within CLLSE and the SOE and across the college, there are excellent and qualified faculty members with degrees, skills and/or experience to teach in the EdOLDC program. Since the EdOLDC program is designed to illustrate the ways published organizational leadership research is actually employed in the field, an integral design element of the program will be to give students a practical education in leading organizations guided by actual leaders. This component will be integrated into the program through the mindful populating of dissertation committees with professionals in leadership positions from a variety of educational, non-profit and community-based organizations, to join with Lehman educators. This blend of practical with a strong academic and research foundation will best meet the needs of EdOLDC students.

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

The proposed EdOLDC 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 SOE's existing graduate programs, as well as from 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 SOE as an option for doctoral study. Additionally, it has the potential to extend the learning path for students already enrolled in Lehman's MSOL and other master's-level programs at Lehman and other CUNY campuses. Also, the proposed program uniquely will appeal to adult degree students, who are pursuing degrees from a wide variety of disciplines, and other adult learners due to the fact that it offers a professional doctorate degree option that does not limit their skill sets to a specific discipline (Hughes & Panzo, 2015).

The interdisciplinary nature of the program, with faculty drawn from departments outside of CLLSE and even the SOE, who possess formal training and a publication history in organizational leadership, as well as professionals with organizational leadership/change management academic training and perspectives obtained from sectors outside of the field of education, will provide value and relevance for students who enter this program from both educational-related disciplines, as well as healthcare, recreation and physical education, emergency management, psychology, public administration and business. See Table 1 for related Lehman College programs and selected programs from other regional institutions.

Table 1: Potential Lehman College and Other Institution Feeder Programs

<u>Institution</u>	<u>Program</u>	<u>Website</u>
Lehman College	Teacher Education	http://www.lehman.edu/academics/teacher-education-programs.php
	Educational Leadership	http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Academic-Programs-and-Courses/Counseling-Leadership-Literacy-and-Special-Education/Educational-Leadership-Master-of-Science-in-Education-M-S-Ed-Program-30-Credits
	Organizational Leadership	http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Academic-Programs-and-Courses/Counseling-Leadership-Literacy-and-Special-Education/Organizational-Leadership-Non-Certification-Master-of-Science-Program-MSOL-30-credits
	Business	http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Academic-Programs-and-Courses/Economics-and-Business/Business-M-S-Program
	Recreation Education	http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Academic-Programs-and-Courses/Health-Sciences/Recreation-Education-M-S-Ed-Program
	Health Education and Promotion M.A. Program	http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin/Academic-Programs-and-Courses/Health-Sciences/Health-Education-and-Promotion-M-A-Program
Baruch College	I/O Psychology	https://www.baruch.cuny.edu/wsas/academics/graduate_studies/Grad_MS_IOPsych.htm
	Public Administration	https://www.baruch.cuny.edu/mspia/academics/master-of-public-administra
	MBA	https://zicklin.baruch.cuny.edu/academic-programs/graduate/mba/
Hunter College	Urban Policy/Leadership	http://www.hunterurban.org/master-of-science-in-urban-policy-and-leadership
Fordham University	MS Health Administration	https://bulletin.fordham.edu/gsas/health-administration/ms/?_ga=2.95166684.1543878031.1569272136-2115535228.1567018793#requirementstext
Manhattan College		https://manhattan.edu/academics/graduate-programs/organizational-leadership-accelerated.php
John Jay College	Public Administration	http://jjay.smartcatalogiq.com/2019-2020/Graduate-Bulletin/Degrees-Offered/Master-of-Public-Administration-Public-Policy-and-Administration
	MS Emergency Management	http://jjay.smartcatalogiq.com/2019-2020/Graduate-Bulletin/Degrees-Offered/Emergency-Management

Relationship of the Programs to the Mission of the College

The proposed EdOLDC 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 EdOLDC 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 EdOLDC program differs from existing graduate programs within CUNY, as well as from programs offered by private institutions in the local geographic area. In fact, the program will be the first of its kind offered in the entire CUNY system.

Other EdD degrees within the CUNY system are heavily focused mainly on issues of curriculum and instruction in urban schools and/or K-12 schools only. There is no public-sector institution that offers an interdisciplinary EdD, with such a flexible modality, that addresses a wide range of factors impacting higher education professionals and non-traditional institutions that serve their communities, such as the need for ongoing innovation; the role of entrepreneurship; increasing diversity and globalization; the impact of technology in educational institutions and the workplace; and the need for increased flexibility that is required to keep up in an environment characterized by a rapid pace of change.

NEED AND JUSTIFICATIONNeeds 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 the undergraduate, graduate and doctoral levels, but still they have not fully met the needs of adult learners and organizations for professional development programs (Stewart, 2011). In augmenting Lehman's portfolio of graduate offerings with a doctoral-level program, Lehman College's SOE

seeks to do its part in building a center of excellence at the college around organizational leadership studies, as well as fulfilling the unmet professional development needs of both adult learners and the organizations that employ them.

Needs of the Profession

Unlike many professional doctoral programs, which by necessity tend to be oriented towards specific professions, this proposed doctoral 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 and a research foundation to its candidates, which can be immediately applicable in their respective places of work. Organizations need leaders who have a holistic perspective, knowledge and adaptability to engage in a manner most beneficial to the organization. This involves honed communication skills, as well as the ability to lead and manage across an increasingly diverse employee and service area landscape. 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). With its focus on the universal skills and competencies associated with organizational leadership, Lehman College’s EdOLDC program will radically impact the needs of not one, but several professions, through its researcher-practitioner, interdisciplinary design.

There are many ways to evaluate the important competencies associated with leadership. As part of the market analysis, a scan was conducted of key leadership organizations to determine those competencies that are associated with organizational leadership. What all organizations had in common was that they identified strategic vision as a key competency. Figure 1 identifies 10 competencies that were identified as important and indicates how prevalent they are identified among these key leadership organizations. While this is not an exhaustive list, it does indicate important competencies that will be built into the program.

Key Leadership Competencies - Leading Professional and Non-Profit Leadership Organizations

	SHRM ¹	Center for Creative Leadership ²	HBR ³	Willis Towers Watson ⁴	DDI ⁵	Conference Board ⁶	McKinsey ⁷
Provides Executive Communication	X	X	X	X		X	X
Focuses on Execution and Results	X	X	X	X	X		X
Exhibits Strong Ethics and Trust	X		X			X	
Influences Others	X	X			X	X	
Supports Organizational Learning	X		X		X		X
Adaptable/Flexible/Manages Ambiguity	X		X	X		X	X
Works Across Boundaries	X	X			X	X	
Builds Teams	X		X	X			X
Culturally Aware	X			X		X	X
Designs for Failure	X					X	X

Figure 1

Key

- SHRM - Society for Human Resource Managers
- HBR - Harvard Business Review
- DDI - Development Dimensions International

- 1 <https://www.ccl.org/blog/5-important-competencies-function-leaders/>
- 2 <https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world>
- 3 <https://www.willistowerswatson.com/en-US/Insights/2019/05/leadership-digital-age>
- 4 <https://www.ddiworld.com/resources/library/white-papers-monographs/the-7-people-leader-imperatives>
- 5 <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/leadership-and-navigation/pages/leadershipcompetencies.aspx>
- 6 https://www.conferenceboard.ca/temp/532141e2-16e1-4b2e-a036-52f3de80aa29/dragons_leadership.pdf
- 7 <https://www.mckinsey.com/featured-insights/leadership/decoding-leadership-what-really-matters>

Demand for degrees can generally be inferred from degree requirements identified in job postings. Burning Glass is an analytics job posting aggregating data software company that captures job posting information to provide real-time data on job growth, skills in demand and labor market trends. According to Burning Glass, the demand for holders of doctoral degrees in the New York Standard Metropolitan Statistical Area (NY SMSA) is increasing. Looking at job postings with general doctoral degree requirements in seven major job fields (e.g., General Administration, Education and Training, Selected Business areas, Environmental, Health Care, Human Resources, and Public Safety/National Security), indicates that there has been an increase of job listings from the period 7/1/16- 6/30/17 to 7/1/18- 6/30/19 in the NY-NJ-SMSA in the NY-NJ-SMSA, Local Area, and in the more limited four-county area (see figure 2).

Selected Job Fields – Job Postings Requiring Doctoral Degree (General)

Job Fields	NY-NJ SMSA			Local Area 1			Queens-NY-Bronx-West		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Admin-All	6,669	5,059	6,587	4,885	3,806	4,842	3,817	2,979	3,929
Education and Training	8,987	7,607	9,329	6,872	5,421	6,199	5,043	3,900	4,610
Business-Combo 6 2	7,057	6,501	8,258	5,385	4,860	5,957	4,323	3,767	4,657
Environment	745	519	795	668	427	575	610	372	516
Health Care-All	18,948	15,744	20,121	12,562	10,346	12,873	8,388	7,253	9,292
HR-All	4,211	4,176	5,901	3,031	3,033	3,931	2,248	2,151	2,860
Public Safety, National Security	1,181	1,139	1,409	878	784	932	734	559	650
Total Postings	47,798	40,745	52,400	34,281	28,677	35,309	25,163	20,981	26,514

Figure 2

Source: Burning Glass

- 1 - 5 County NY, Westchester, Orange, Dutchess, Sullivan, Putnam, Nassau, Suffolk, Rockland, Fairfield CT
- 2 - Business Consulting, Management, Event Planning Mgmt, Leadership/Knowledge/People Management

Looking at job postings that *specifically* require a doctorate degree in leadership for companies in likely industries where our expected student population will emerge shows a similar increase in job postings for the NY-NJ-SMSA region in this same three-year time period (see figure 3).

**Job Postings Requiring Leadership Doctoral Degree
Selected Industries in NY-NJ-SMSA**

		2017	2018	2019
All NAICS ¹		3493	3246	4165
Most Relevant NAICS Industries		2017	2018	2019
22	Utilities	15	15	12
42	Wholesale Trade	8	17	7
44-45	Retail Trade	26	32	84
48-49	Transport/Warehouse	9	4	10
51	Information	120	133	152
54	Prof/Scientific/Tech Svcs	541	407	511
61	Educational Services	246	213	222
62	Healthcare/Social Services	146	135	236
71	Arts/Ent/Recreation	5	7	7
72	Accommodation/Food Svc	4	6	9
81	Other Svcs (not Pub Admin)	12	18	22
92	Public Admin	45	52	74
Total		1177	1039	1346

Figure 3 Source: Burning Glass

1 – North American Industry Classification System (NAICS)

Candidates for the EdOLDC program tend to come from a broad range of career fields, and this is reflected in distribution of students currently in our Master of Science in Organizational Leadership (MSOL) program. While the range of salaries for graduates of this program will be as broad as the diversity of career disciplines it serves, typical positions of graduates include: directors, executive directors, managers, coordinators and supervisors in non-profit organizations, government, healthcare/hospital facilities, retail, telecommunications, transportation, labor unions, utility companies and academic institutions.

According to the U.S. Bureau of Labor Statistics, the median annual wage was \$37,690 for all occupations in 2017. By comparison, the median wage was \$103,820 for doctoral- and professional-level occupations — the highest of any education level. A review of Burning Glass salary data for jobs that are identified by doctoral degree in leadership requirements corroborates figures reported by the U.S. Bureau of Labor Statistics for top listed jobs. Other important criteria to consider about future prospects for holders of this degree are the risk factor associated with the job being disintermediated by automation and what the projected growth rate for these job titles is. Figure 4 indicates that these job titles are at low or medium risk for being replaced through automation, and with the exception of two job title categories, have growth rates that exceed the average occupational growth rate for the period between 2016 and 2026.

Job Titles - Doc Degrees (by Leadership only)

Occupation Title	Risk of Automation	Number Employed 2018	Projected National Change in Employment, 2016-2026	Mean Salary
Administrative Services Managers	Medium Risk	22,510	14.8%	\$141,260
Chief Executives	Low Risk	7,050	-1.5%	\$256,770
Ed Administrators, Elem and Second School	Low Risk	21,790	5.5%	\$135,180
Education Administrators, Postsecondary	Low Risk	8,990	14.5%	\$129,850
Human Resources Managers	Low Risk	11,120	12.4%	\$162,010
Lawyers	Low Risk	80,900	11.5%	\$172,020
Managers, All Other	Low Risk	25,330	10.3%	\$139,720
Medical and Health Services Managers	Low Risk	27,490	22.3%	\$141,580
Postsecondary Teachers, All Other	N/A	N/A	17.3%	N/A
Public Relations and Fundraising Managers	Low Risk	6,700	16.5%	\$172,860
Training and Development Specialists	Low Risk	20,780	17.6%	\$74,010

Source: Burning Glass

Figure 4

Needs of the College

To a great extent, the proposed program will utilize existing faculty of the college, which are available for such a purpose. Lehman has been an early leader in the CUNY system in its ability to successfully offer online degree options to meet the needs of its students. It has built up processes and resources for supporting faculty in developing and delivering online courses in accordance with best practices in online education. This program will leverage the expertise Lehman already has established through its launch and delivery of five fully online graduate programs (degrees and/or certificates) in the following disciplines: leadership, special education, nursing, business and health education and promotion, with two of these programs having been developed by and housed within CLLSE/SOE.

With its ability to offer online and low-residency programs, Lehman will be able to attract students from a larger geographic area, although initially, from within a limited distance of its main campus². As such, it will not only serve professionals employed by educational institutions, several hospitals, non-profit and/or community-based organizations, industrial companies, city agencies and social service organizations in the Bronx but will serve professionals working in these same organizations in neighboring communities. Therefore, the introduction of an EdOLDC 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.

Needs of the School of Education

Leveraging the center of excellence that has been established for the leadership studies graduate programs, and given the transformative emphasis of the proposed program, its natural home is in the SOE. With the addition of the research component, 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 Lehman's proposed EdOLDC program remains aligned with the philosophy of the other leadership studies programs, which is leadership is primarily a state of mind, and anyone in the organization can lead from where they sit in the organization (Gaul, 2014). As a result, and with its clearly articulated emphasis on a wider range of factors impacting non-traditional institutions that serve their communities – such as the need for ongoing innovation, the role of entrepreneurship, the impact of technology in educational institutions and the workplace and the need for increased flexibility that is required to keep up in an environment characterized by a rapid pace of change – this program will appeal to individuals who are not just focused on leadership in an educational environment. The implications of this expanded focus is that the introduction of this program will substantially increase the enrollment goals of the SOE because it will attract candidates from a wider variety of disciplines and industries than are currently served by the School. Additionally, the combination of the proposed three-year program completion, the cost of the program and the flexible modality differentiate it from any similar program in the region.

Organizational Leadership Doctoral Programs at CUNY, Other Institutions in the Metropolitan Area and Other Institutions that Might Be Options for Prospective Students

A market analysis was conducted for the proposed Lehman EdD program. Figure 5 lists institutions with corresponding attributes, which were included in this analysis.

The sample was chosen based upon three criteria: (1) institutions that might be considered by prospective students based on “program focus;” (2) length (e.g., number of credits), cost and delivery modality; and (3) detailed analysis of program attributes (e.g., course offerings, modality and dissertation style). For definitional purposes, “program focus” refers to how concentrated the content of the program is on specifically traditional educational institutions – either K-12 or higher education – versus general leadership considerations found in many 21st century institutions, such as not-for-profits, community-based organizations, governmental agencies and healthcare providers.

Industry Scan

Institution	Title	Modality	Credits	Cost/ Cr	Trad Ed ¹ Focus	Program Cost (K)
Brandman University	Organizational Leadership	Online	57	\$1,005	2	\$57.3
Capella	Educational Leadership and Management Specialization	Online	64	\$754	-2	\$48.3
ACE (American College of Edu)	Doctor of Education in Leadership	Online	64	\$306	1	\$19.6
Trident	Educational Leadership	Online	60	\$725	-3	\$43.5
U of Phoenix - Arizona	Educational Leadership	Online	62	\$810	-2	\$50.2
Marshall University	EdD Leadership Studies	Online	45	\$379	3	\$17.0
Grand Canyon	Organizational Leadership with an Emphasis in Organizational Development	Online	60	\$670	-2	\$40.2
Seton Hall University	Higher Education Leadership, Management and Policy	Ground	45	\$1,260	-2	\$56.7
University of Dayton	Doctor of Education (EdD) in Leadership for Organizations	Online	51	\$1,326	3	\$67.6
Fordham	Educational Leadership, Administration, and	Ground/Online	50	\$1,304	0	\$65.2
Manhattanville College	Educational Leadership	Ground	59	\$935	2.5	\$55.2
CUNY Hunter College ²	Instructional Leadership (more teacher geared and k-12)	Ground	60	\$620	-3	\$37.2
St. John Fisher College/Iona	Executive Leadership	Ground	60	\$1,435	3	\$86.1
Hofstra	EdD in Educational Policy and Leadership	Ground	49	\$1,398	-3	\$68.5
St. John's University	Administration and Supervision	Ground	60	\$1,265	-3	\$75.9
Rowan	Educational Leadership	Online/Hybrid	60	\$860	-2	\$51.6
CUNY Grad Center ²	Urban Education	Ground	61	\$620	-2.5	\$37.8
CUNY College of Staten Island ²	Community-Based Leadership	Hybrid	48	\$620	3	\$29.8
Average			56.4	\$905	-0.4	\$50.4
Proposed Lehman EDD ²	Organizational Leadership, Development, and Change	Hybrid	52	\$620	1	\$32.2

1. Scaled for graph: -3 is very education-focused, 3 is more focused on general leadership
2. For sake of comparison, all CUNY programs are priced at rate of \$620/credit (FA 20 Lehman rate)

Figure 5

In total, programs in 18 institutions were evaluated and can be described by the following ownership and delivery modality.

- 3 local public, CUNY ground based
- 5 local private, ground based
- 1 local private, ground and online/low residency
- 2 local public, ground and online/low residency
- 8 private, online/low residency

For the sake of this analysis, fully online and low-residency programs were counted in the same category. Low residency is defined as a modality wherein a small number of classes (or seminars) are delivered one or two times per year in a highly condensed format.

The following three figures illustrate the comparison of the proposed EdOLDC program along three distinct sets of criteria:

- Program Focus -vs- Cost (figure 6)
- Program Focus -vs- Program Credits (figure 7)
- Program Credits -vs- Cost (figure 8)

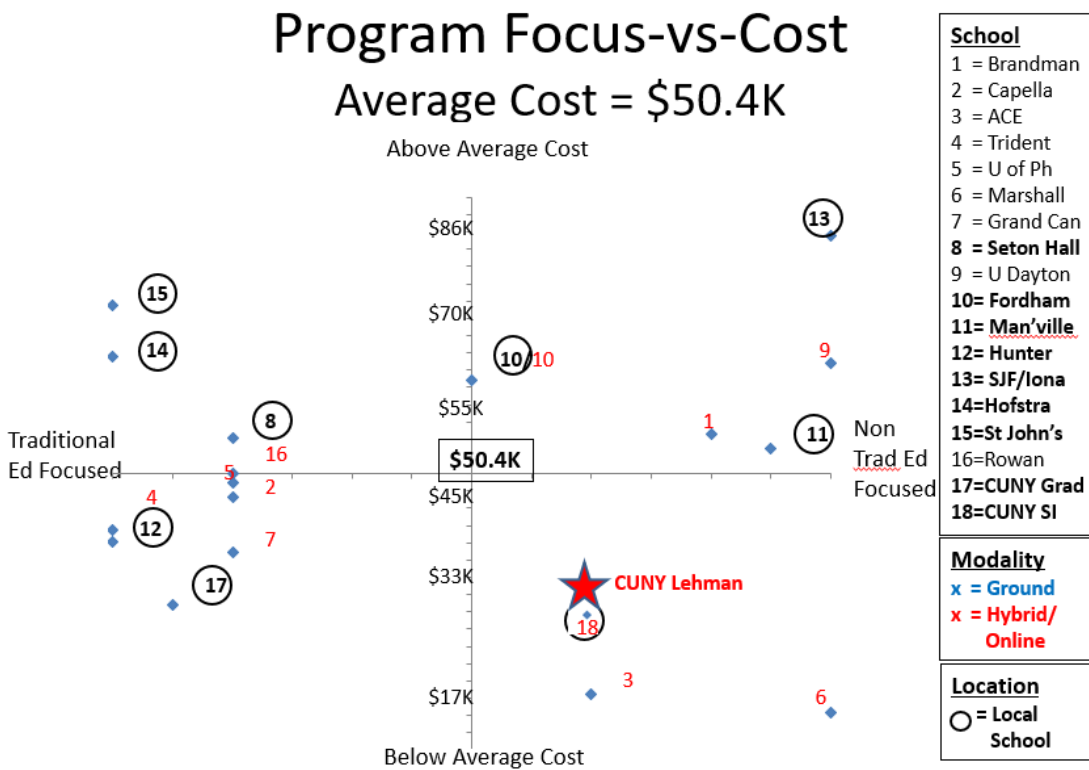


Figure 6

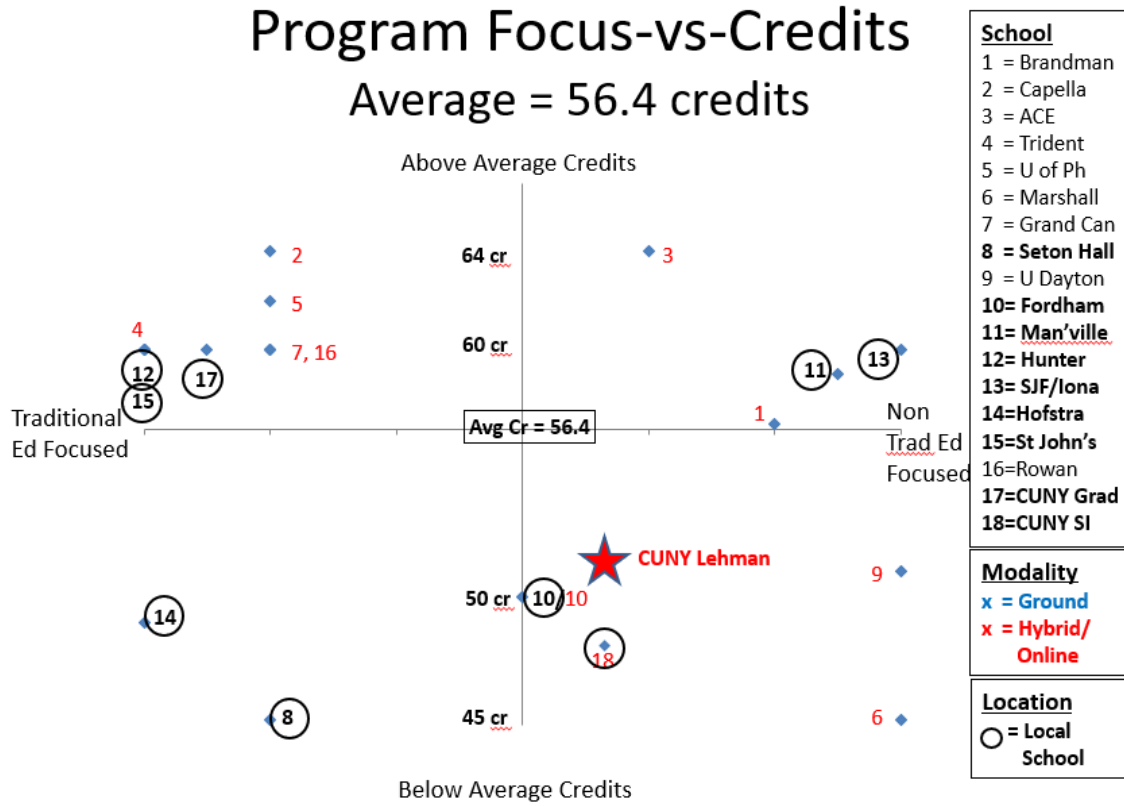


Figure 7

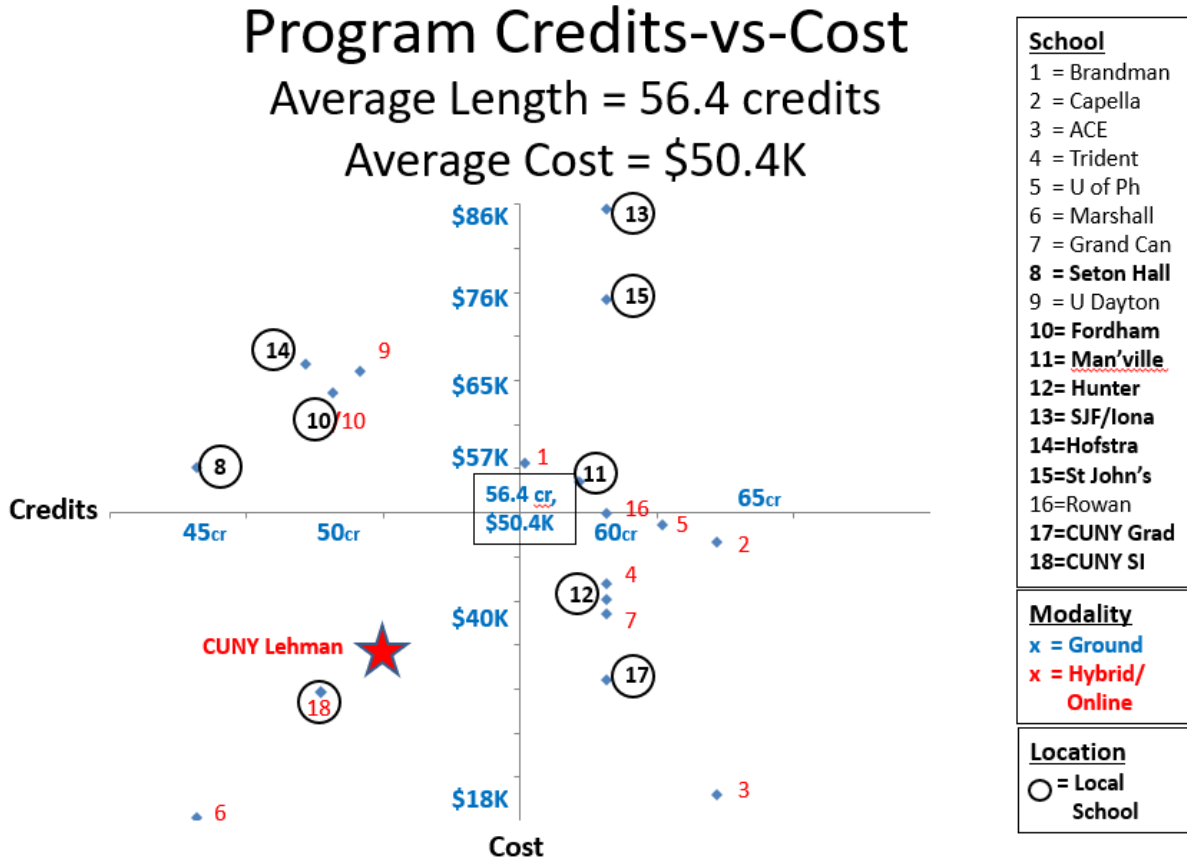


Figure 8

The proposed program will be less than average cost (similar to other CUNY programs), will be skewed more toward leadership, be less than average number of credits and be less than average duration. Figure 9 summarizes the findings from the analysis.

Dimension	Competitive Summary	Lehman's EdOLDC
Focus	--Ten programs skewed to heavy concentration on some facet of K-12 or higher education; eight programs skewed more concentrated on general leadership (based on evaluation of course offerings and marketing literature) --Two existing CUNY programs are weighed much more toward traditional education focus	Lehman's EdOLDC will address K-12 and higher education but also will be designed for not-for-profits, community-based organizations, governmental agencies and healthcare providers
Cost	Average cost for sample was \$50,400 (minimum=\$17.0K,	Lehman EdOLDC will be in line with doctoral programs at Hunter College, CUNY

	maximum=86.1K)	Staten Island, CUNY Graduate Center (e.g., between \$30 and \$38K)
Credits	Average number of credits was 56.4 (min=45, max=64)	Lehman EdOLDC will be 52 credits
Duration	Average duration was estimate 4.5 years (minimum=3, maximum=estimated 8)	Lehman EdOLDC will be three years (three years x three trimesters)
Modality	1 CUNY offers hybrid/online option	CUNY Staten Island requires ongoing, multiple campus sessions; EdOLDC has three campus sessions total

Figure 9

STUDENTS

Evidence of Student Interest and Sources of Potential 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. They will already have established a career based on a master’s degree they obtained in education or any number of fields, including psychology, social sciences, homeland security, criminal justice, fire science, health and related fields, business and related fields, and of course, our existing MSOL program.

A survey of 289 students in educational leadership, organizational leadership, business and health departments was conducted in October 2019 (see Appendix C). Of this sample, 56% (161) students have considered an educational doctoral degree beyond their current Masters studies. For those considering an advanced degree, 68% indicated they would return to school within one or two years. They gave various reasons for this, with the top reasons being as follows: 28% to learn more about research and apply it; 20% for career advancement; and 14% saw it as a good return on their investment. Twenty-six percent suggested that it would be worth it if it could be completed within three years, with a sharp drop off if longer than three years (5% at four years and 2% at five years). Most preferred part time (68%) and were pretty split between modality (33% ground, 33% online, 34% hybrid) – this distribution points to a hybrid delivery as the most robust path forward. Sixty-nine percent would consider a program if priced at \$40,000 less; 11% at \$45,000 or less; and 9% at \$50,000 or less.

The size of the addressable market can be estimated as some subset of the number of master’s degrees conferred in the NY SMSA over the past 15 years. This can be divided between MSED degrees conferred and degrees awarded in other related masters programs. In 2017 alone, according to Burning Glass, there were 12,888 MEd degrees and 11,168 master’s degrees conferred in other disciplines, with over half being conferred in health, business, and health and

business related fields (6,832). Extrapolating this back 15 years, even under the most conservative assumptions, would yield close to 300K masters degrees conferred – $294K = (12.8K + 6.8K) \times 15$ years.

Student Admission and Anticipated Attrition Rate

Students will be admitted only during the fall semester. We intend to admit a class of 17 students each fall semester. A starting cohort of this size can be justified given the similarity of this doctoral program to corresponding executive programs offered through business schools, which can garner cohorts sizes up to 25 participants.

In order to maintain the quality of the program, 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. Any student from the waitlist may be offered a position in the EdOLDC program. With successful progress in the EdOLDC, waitlisted students will be given preferred status for admission in the following academic year.

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 most EdOLDC 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 EdOLDC degree in approximately three years (36 months).

Projected Five-Year Enrollment

Table 2: Projected Five-Year Enrollment for EdOLDC+

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Fall New	17	17	17	17	17
Fall Continuing	0	15	30	30	30
Spring New	0	0	0	0	0
Spring Continuing	16	31	46	46	46
Summer New	0	0	0	0	0
Summer Continuing	16	31	46	46	46

+ The percentage of attrition is estimated based on data reported by the *Carnegie Project on the Education Doctorate* (CPED). The attrition rates for overall completion in CPED member programs vary from less than 5% to 55%, with an average of 13.7 percent, with the larger attrition rates usually occurring early in the program. Based on this information, overall attrition is assumed to occur by the end of the first year of the scheduled three-year program. Results in loss of one student after Term One and a loss of an additional student at the end of Term Three.

Admission Requirements for the EdOLDC program:

1. A master's degree from an accredited college or university;

2. A minimum 3.3 (B) grade point average from a completed graduate degree program;
3. Currently working or hold a substantial leadership role in a community or service-related organization;
4. Two letters of recommendation:
 - one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and
 - one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student or from an individual who has conducted training sessions/workshops that the applicant has attended professionally;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 750-word essay describing a specific area of professional interest the applicant wants to research in his/her EdD program and explain the ways this line of inquiry fits into his/her professional goals; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to an individual interview with the EdOLDC program coordinator and faculty. (As part of this interview, applicants will provide a real-time writing sample in response to a case study presented to them during the interview.)

Notes:

- *Applications for matriculation are due by March 1 (for the fall semester).*
- *Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.*

Once accepted into the program, students will be required to meet with the EdOLDC program coordinator prior to registering each semester. As necessary, the EdOLDC program coordinator will direct student questions to appropriate faculty members to ensure the highest quality is built into the advisement process. This ensures that each student will receive individualized academic advisement each semester. All students must also maintain an overall 3.3 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 who enter the program with no advanced standing credits will be required to take a minimum of two classes per semester if they want to graduate in a three-year period.

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. As with other graduate programs, a

detailed recruitment plan will be put together by graduate admissions, along with input from the school, department and program coordinator. Guidelines to establish this plan will include:

- 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 EdOLDC program coordinator and faculty.

Applications will be evaluated on the following:

1. academic history;
2. work or substantial volunteer experience;
3. quality of essay, including depth of self-awareness and self-reflection;
4. interview evaluation;
5. quality of on-site writing sample; and
6. letters of recommendation.

EdOLDC Admission Appeals

An applicant who is denied admission to the EdOLDC 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 SOE'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 additional interview and/or submit additional information.

Arrangements for Advising and Counseling Students

Initially and through the first year of the program, students will be required to meet with the EdOLDC program coordinator prior to registering each semester and, when appropriate the program coordinator will draw upon colleagues in the program, school and college for support. Upon successfully passing their oral defense and initiation of their dissertation studies, students will meet before each semester with their dissertation chair. This ensures that each student will receive individualized academic advisement each semester and his/her development of leadership skills will be monitored. Advisors will guide students through their course of study and provide 360-degree feedback, carefully noting and discussing issues related to each student's academic performance and progress on his/her dissertation.

In addition, the EdOLDC program coordinator will organize meetings with EdOLDC faculty, 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

While students will be working closely with the program coordinator and their dissertation chairs to align their research with organizations in the community, they might from time-to-time require support from Lehman College's Career Exploration and Development Center (CEDC). The

CEDC assists Lehman students and alumni with all phases of their career development, to help them transition from college to career. This includes career exploration and counseling, interviewing preparation and employer connections/internships. The CEDC strives to provide the highest standards of comprehensive and specialized services so that students/alumni may successfully meet the challenges of a globally competitive job market. Most importantly, the leadership studies faculty and the SOE staff are quite active and involved in the job placement of graduate students. Currently, job openings are shared throughout the SOE, and often graduates are placed in jobs through the internal network. To assist with placement of EdOLDC graduates, program faculty will work collaboratively with appropriate departments/offices/programs across campus to find out about potential leadership positions that may be a good fit for EdOLDC graduates. Recognizing that doctoral students have unique considerations related to career support, the CLLSE Chair will initiate conversations with the CSC to determine what additional resources and strategies can be employed to work with them.

Special Support Services that Will Encourage Timely Completion of the Programs

Support services available through Lehman will be utilized as deemed appropriate by faculty, program coordinator, dissertation chair and students. Further, the Office of Graduate Studies monitors matriculation and academic performance of all doctoral students. Lastly, a specific academic support plan has been created by Lehman College's Instructional Support Services Program (ISSP) staff to assist EdOLDC students throughout the program.

The ISSP (www.lehman.edu/issp) offers workshops, in-person consultations and online tutoring to help graduate students strengthen their skills in writing. All ISSP tutoring staff receive training through a nationally certified College Reading and Learning Association (CRLA) training program. In addition to writing consultations, graduate students can meet with an academic coach for a one-on-one consultation regarding key areas to their future success such as time management, goal-setting, study and organizational skills, and more.

ISSP is currently developing its capacity to serve Lehman's increasing number of graduate students, and has recently hired a part-time graduate support specialist toward this end. In addition, several writing consultants are highly experienced in assisting Lehman graduate students. ISSP's Writing Coordinator and the Director of ISSP will collaborate with faculty in the proposed EdOLDC program to support the success of its doctoral students.

ISSP will provide an integrated program of in-person and online writing support designed to complement EdOLDC's hybrid, online delivery of courses. Courses integral to development of the Three-Article Dissertation (TAD) and other courses where writing plays a critical role, will be targeted for collaboration. Such courses may include EDL 811 (Leaders as Scholars), EDL 813 (Guided Dissertation), EDL 830 (Research I: Introduction to Research Methods), EDL 840 (Research II: Introduction to Applied Research), and EDL 850 (Research III: Practice-Based, Service and Action Research). The goal will be to sustain support for students across at least one course per semester. To ensure continuous, coordinated support, ISSP proposes to hire a writing specialist who can assist students online and in person. This individual will work closely with the EdOLDC program coordinator and faculty and also with the Instructional Designer and/or Lehman's Office of Online Education.

The anchor for ISSP's writing support will be in-person workshops offered at each of the three on-ground, three-day residencies (at the beginning of the program, in the summer at the end of the first year, and in the summer at the end of the second year). The pre-residency writing workshop will provide an introduction to understanding academic discourse and producing original research. This pre-residency writing workshop can address such tasks as the following:

- Help students understand the structure of research articles
- Help students understand the role of an annotated bibliography
- Help students understand the purpose of citation styles and practice using a department-approved citation style
- Introduce students to citation management resources
- Help students understand the role of a literature review and how to situate their research in relation to the current literature

The focus of workshops for the residencies after the first and second years respectively will be determined in collaboration with faculty, with the goal of supporting students' progress toward completion of the TAD. Workshops may address such goals as the following:

- Help students plan and draft a research article
- Help students revise a research article
- Help students understand the publication process for research articles
- Help students understand the structure of the TAD and provide examples of TADs
- Help students critique a TAD

In addition, at the dissertation stage, writing boot camps will be offered in a face-to-face, weekend-intensive format as well as weekly online meet-ups via Zoom.

Advanced Standing Credits

Students may be awarded up to 12-credits of advanced standing credits towards the proposed EdOLDC. The awarding of advanced standing credits will be on a course-by-course basis. To ensure that any courses approved for advanced standing are appropriate and have fulfilled the necessary content requirements, students will be required to submit bulletin course descriptions and course syllabi for all requested advanced standing courses. The program coordinator will carefully review each request before approval is granted. Granting of advanced standing course equivalents is at the program coordinator's discretion.

Applying EdOLDC Program Credits

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

CURRICULUM

Rationale

The curriculum (52 credits) is designed to prepare students for positions of leadership in a variety of occupational sectors for anyone looking to develop his/her capacity for change-making, innovation and leadership in any organizational context: higher education, K-12 education, for-profit, non-profit, government, consulting and healthcare. The proposed curriculum is intended to give students a strong and diverse background in leadership skills and provide them with theoretical constructs they can use to design and implement programs in organizations where they are employed or intend to be employed. Course resources represent scholarship from a wide range of disciplines that contribute to the general praxis of leadership, including education, psychology, social sciences, humanities and management. The focus on writing an incremental and integrative Three-Article Dissertation (TAD), to fulfill program requirements, will allow students to apply the leadership course material to their actual work settings or in the organization(s) that will be included as part of their dissertation.

Since most EdOLDC program students will be working full time, the program's schedule will complement their work schedules. Core courses, research and directed courses will be delivered online, with a combination of asynchronous and synchronous delivery. Doctoral seminar/guided dissertation will be taught in a hybrid format. There will be three on-ground, three-day residencies – one at the beginning of the program, one in the summer term at the end of the first year, and one in the summer term at the end of the second year. In order to ensure the quality and integrity of the program and to assure learner success, students will be required to present an oral defense of their proposed integrative dissertation topic at the end of the summer term of their first year. This defense can take place either in person or via videoconference.

Lastly, the program is aligned with the *Carnegie Project on the Education Doctorate's* (CPED) standard of "dissertation in practice" and employs the TAD. This framework requires that students complete three service learning, participatory research projects that will focus on a problem of practice before graduating from the program. The EdOLDC participatory research projects will demonstrate a comprehensive assessment of students' achievement by providing the challenge of applying research methodologies, along with knowledge, skills and dispositions acquired throughout their coursework to problems and/or opportunities identified and developing solutions to these actual problem and/or opportunities in the organizations where they are conducting their work. Students will be supported through this process, from the first semester they enroll throughout the final semester, through group seminars, guided dissertation courses and individual conferences with assigned EdOLDC faculty. Students will work with their seminar instructor to choose appropriate problems to research and propose a solution, based on their authentic work setting or designated participatory research work settings.

Historically, Lehman's Leadership Studies faculty have expertise in mentoring and supporting graduate students through project-based capstone projects in Lehman's existing leadership programs. Faculty have mentoring responsibilities for both the MSOL and Lehman's current K-12 leadership programs. Both programs require that students complete a participatory research, project-based plan in the schools or organizations where they work. In this role, Leadership Studies faculty currently work with their MSOL and K-12 leadership students from topic inception

to the concluding assessment plan. Also, many other CLLSE and SOE faculty work with their graduate students on thesis and/or capstone projects from topic inception through all research stages. Further, CLLSE and SOE faculty have experience with dissertation committee chairing or membership and/or hold positions at the City University of New York's Graduate Center.

The program will be delivered on a full-year schedule, with three terms of equivalent length in each year. There are a total of nine terms in the program. The program will be launched with a fixed course sequence. As the program develops, the intent is to create program tracks/concentrations that reflect the composition of the student body, the new full-time and part-time faculty hires who are delivering program coursework and the needs of the marketplace. The following is a listing by term of the courses that comprise the proposed EdOLDC program, which can be completed in three years (36 months). Please see Appendices A and B for new course proposals and outlines.

Table 3 – Program Sequence

Course #	Course Titles	Term	Crs.	Crs. Per Term	Course Devel.	Mode	Course Design Status	Can Be Waived	Deliverable
811	Leaders as Scholars	1	4	7	New	Hybrid	Yes		
820	Management and Organizational Leadership Theory	1	3		New	Online	Yes		
830	Research I: Introduction to Research Methods	2	3	6	New	Online	Yes		
803	Communication and Teamwork	2	3		Exists	Online	Yes	x	
812	Doctoral Studies Seminar	3	3	9	New	Hybrid	Yes		
840	Research II: Introduction to Applied Research	3	3		New	Online	Yes		
850	Research III: Practice-based, Service and Action Research	3	3		New	Online	Yes		
Dissertation Topic Approval and Proposal Defense									
860	Leveraging Human and Financial Resources for Social Impact	4	3	9	New	Online	Yes		
802	Ethical Leadership	4	3		Exists	Online	Yes (redesign)	x	
813	Guided Dissertation	4	3		New	Hybrid	Yes (minimal)		
805	Program Development and Evaluation	5	3	6	Exists	Online	Yes (redesign)	x	
804	Leading for Strategic	5	3		Exists	Online	Yes	x	

	Change						(redesign)		
870	Teaching and Learning	6	3	6	New	Online	Yes		Article 1
880	Systems Thinking Through a Social Justice Lens	6	3		New	Online	Yes		
813	Guided Dissertation	7	3	3	New	Online	No		Article 2
813	Guided Dissertation	8	3	3	New	Online	No		
813	Guided Dissertation	9	3	3	New	Online	No		Article 3
Dissertation Topic Approval and Proposal Defense									
<i>Total Credits for Program</i>				52					

Notes:

- *Topic-applicable policy, legal and financing components are housed in Guided Dissertation and in assignments in other courses (where relevant).*
- *Registration for all courses requires program approval (program coordinator).*
- *For students who may need to stop out because of emergency circumstances, accommodations will be made to find equivalent courses in Lehman, find equivalent courses in the CUNY portfolio, establish an independent study or wait for the next cohort cycle.*

COST ASSESSMENT**FACULTY**

Currently, Lehman College has three full-time faculty members in leadership studies. In addition, there are nine individuals in CLLSE, where the leadership programs are housed, and multiple faculty within the SOE who are qualified and capable of teaching the leadership and/or research courses proposed in this document based on their academic background and/or professional experience. Further, many of the CLLSE and SOE faculty have experience with dissertation committee chairing or membership and/or hold positions at the City University of New York's Graduate Center.

Given the startup nature of this inaugural doctoral program, a program coordinator will be hired and on boarded six months in advance of the first cohort start. He/she will be responsible for collaborating on marketing efforts, managing the admissions cycle, ensuring quality and consistency in developing the cross-departmental curriculum, serving as first-year advisor for all incoming students and ensuring students successfully embark on their dissertation topic with appropriately matched dissertation advisors. The program coordinator will enlist program faculty to support these efforts, where appropriate, through participation in phone conferences, responding to student inquiries, curriculum review and other related program launch and maintenance activities. Due to the cross-disciplinary nature of this program, faculty from partnering departments will be invited to collaborate to teach those courses that bring in their expertise and will lend this outside perspective to the program. Aside from the full-time program coordinator hired to launch the program, full-time CLLSE and SOE faculty will be able to staff the EdOLDC program at the onset. Part-time faculty from outside SOE with formal training and a publication history in organizational leadership, as well as professionals in occupational sectors with

organizational leadership/change management academic training and perspectives obtained in programs from outside of the field of education, will be brought in to enhance the interdisciplinary strength of this program. Additional criteria for recruiting part-time faculty will include membership in relevant professional organizations, such as the Academy of Management (AoM), the Organizational Development Network (ODN), the American Management Association (AMA) and the International Leadership Association (ILA). In addition, an Instructional Designer will be hired six months in advance of the program launch to work with faculty to create a consistent, high quality portfolio of online courses. At the end of the second year of the EdOLDC program, a new full-time faculty will be hired to continue to staff the program without impact on existing CLLSE/Leadership Studies and/or SOE programs.

Table 4 is a chart listing potential full-time department and/or school and/or college faculty who are qualified to teach specific courses within the EdOLDC programs:

Table 4: Faculty to Teach EdOLDC Courses

Course Title	Proposed Faculty For Course(s)	Highest Degree Earned and Other Relevant Experience
EDL 802: Ethical Leadership (3 hrs., 3 crs.)	Dr. Harriet Fayne Professor Department of Counseling, Leadership, Literacy and Special Education	Highest Degree Ph.D. Relevant Experience --Held positions as Interim Provost; Dean of School of Education; Dean of School of Professional Studies; Department Chair --Developed online <i>Ethical Leadership</i> graduate course
EDL 803: Communication and Teamwork (3 hrs., 3 crs.)	Dr. Julia Hood Doctoral Lecturer Department of Counseling, Leadership, Literacy and Special Education	Highest Degree: Ph.D. Relevant Experience: --Designed, developed and currently teaches several leader communication and teamwork courses --Consultant to a variety of organizations conducting communication audits and implementing team communication plans and strategies
EDL 804: Leading for Strategic Change (3hrs., 3crs.)	Dr. Janet R. DeSimone Chair and Associate Professor Department of Counseling, Leadership, Literacy and	Highest Degree: Ed.D. Relevant Experience:

	Special Education	<p>--Developed initial <i>Leading for Strategic Change</i> graduate course/syllabus</p> <p>--Dissertation Committee Member</p> <p>--Strategic Planning Program/Curriculum Task Force Member</p> <p>--Chair, Finance/Development Strategic Planning Committee</p> <p>--Strategic Planning Steering Committee Member</p> <p>--Assistant Vice President, Academic Affairs</p>
EDL 805: Program Development and Evaluation (3 hrs., 3crs.)	Dr. Harriet Fayne Professor Department of Counseling, Leadership, Literacy and Special Education	<p>Highest Degree Ph.D.</p> <p>Relevant Experience</p> <p>--Successfully authored or co-authored multiple grant proposals</p> <p>--Served as Principal Investigator on multiple City, State and Federal grant-funded programs</p> <p>--Served as Internal or External Evaluator for multiple State and Federal grant programs</p>
EDL 811: Leaders as Scholars (4 hrs., 4 crs.)	First-year New Faculty Hire	See required qualifications (Appendix D)
EDL 812: Doctoral Studies Seminar (3 hrs., 3 crs.)	<p>Dr. Stuart Chen-Hayes Professor Department of Counseling, Leadership, Literacy and Special Education</p> <p>Dr. Cecelia Cutler Professor Middle and High School Education</p>	<p>Highest Degree: Ph.D.</p> <p>Relevant Experience:</p> <p>-- Dissertation Chair</p> <p>--Thirteen peer reviewed book chapters; authored/co-authored nine published articles; co-authored two books; and delivered close to 50 conference presentations (both peer reviewed and invited)</p> <p>Highest Degree: Ph.D.</p> <p>Relevant Experience:</p> <p>-- Affiliated faculty, Ph.D. Program;</p>

	<p>Dr. Wesley Pitts Professor Middle and High School Education</p> <p>First-year New Faculty Hire</p> <p>Third-year New Faculty Hire</p>	<p>Graduate Center, City University of New York --Dissertation Supervision (served as chair and member on multiple committees) --Supervised multiple M.A. Theses</p> <p>Highest Degree: Ph.D.</p> <p>Relevant Experience: --Professor, Ph.D. Program in Urban Education; Graduate Center, City University of New York --Dissertation Supervision (served as chair on multiple committees) --Taught Qualitative Methods in PhD Program in Urban Education; Graduate Center, City University of New York</p> <p>See required qualifications (Appendix D)</p> <p>See required qualifications (Appendix D)</p>
<p>EDL 813: Guided Dissertation (3 hrs., 3 crs.) (repeated four times for a total of 12 credits)</p> <p><i>*Faculty will depend on the specialized field where student works and is pursuing action research to support dissertation.</i></p>	<p>Dr. Stuart Chen-Hayes Professor Department of Counseling, Leadership, Literacy and Special Education</p> <p>Dr. Cecelia Cutler Professor Middle and High School Education</p>	<p>Highest Degree: Ph.D.</p> <p>Relevant Experience: -- Dissertation Chair --Thirteen peer reviewed book chapters; authored/co-authored nine published articles; co-authored two books; and delivered close to 50 conference presentations (both peer reviewed and invited)</p> <p>Highest Degree: Ph.D.</p> <p>Relevant Experience: -- Affiliated faculty, Ph.D. Program; Graduate Center, City University of New York</p>

	<p>Dr. Wesley Pitts Professor Middle and High School Education</p> <p>First-year New Faculty Hire</p> <p>Third-year New Faculty Hire</p>	<p>--Dissertation Supervision (served as chair and member on multiple committees) --Supervised multiple M.A. Theses</p> <p>Highest Degree: Ph.D.</p> <p>Relevant Experience: --Professor, Ph.D. Program in Urban Education; Graduate Center, City University of New York --Dissertation Supervision (served as chair on multiple committees) --Taught Qualitative Methods in PhD Program in Urban Education; Graduate Center, City University of New York</p> <p>See required qualifications (Appendix D)</p> <p>See required qualifications (Appendix D)</p>
EDL 820: Management and Organizational Leadership (3 hrs., 3 crs.)	<p>Dr. Rosa Rivera-McCutchen Associate Professor Department of Counseling, Leadership, Literacy and Special Education</p> <p>Dr. Janet R. DeSimone Associate Professor Department of Counseling, Leadership, Literacy and Special Education</p>	<p>Highest Degree Ph.D.</p> <p>Relevant Experience: --Currently teaches graduate-level leadership theory course</p> <p>Highest Degree EdD</p> <p>Relevant Experience: --Created and developed original graduate-level leadership theory course --Teaches capstone graduate-level leadership theory course.</p>
EDL 830: Research I: Introduction to Research Methods (3 hrs., 3 crs.)	<p>Dr. Gaoyin Qian Dean School of Education</p>	<p>Highest Degree: Ph.D.</p> <p>Relevant Experience:</p>

		<p>--Developed the course outline and taught the course of <i>Logics of Inquiry</i> (Introduction to Research) for the Ph.D. Program in Urban Education.</p> <p>--Executive Committee member of the Ph.D. Program at the Graduate School and University Center</p> <p>--Executive Committee of the Graduate School and University Center's Ph.D. Program in Urban Education</p> <p>--Doctoral Faculty of the Graduate School and University Center's Ph.D. Program in Urban Education.</p> <p>--Doctoral Faculty of the Graduate School and University Center's Ph.D. Program in Educational Psychology.</p>
<p>EDL 840: Research II: Introduction to Applied Research (3 hrs., 3 crs.)</p>	<p>Dr. Danielle Magaldi Associate Professor Department of Counseling, Leadership, Literacy and Special Education</p> <p>Dr. Justine McGovern Assistant Professor Department of Social Work</p>	<p>Highest Degree: Ph.D.</p> <p>Relevant Experience: --Teaches graduate-level research methods courses --Dissertation Committee Member (served as qualitative methodology expert)</p> <p>Highest Degree: Ph.D.</p> <p>Relevant Experience: --Guest Lecturer, NYU Silver School of Social Work and Fordham University Graduate School of Social Work Qualitative Doctoral Research Methods: Phenomenology --PI or Co-PI on grants for multiple qualitative research studies --Chair, Research Curriculum Committee</p>
<p>EDL 850: Research III: Practice-based, Service and Action Research (3 hrs., 3 crs.)</p>	<p>Dr. Mohan Vinjamuri</p>	<p>Highest Degree: Ph.D.</p> <p>Relevant Experience:</p>

	Dr. Justine McGovern Assistant Professor Department of Social Work	<p>--PI or Co-PI on grants for multiple qualitative research studies --Chair, Research Subcommittee, Reaccreditation Council --Developed curriculum for multiple graduate-level research courses</p> <p>Highest Degree: Ph.D.</p> <p>Relevant Experience: --Guest Lecturer, NYU Silver School of Social Work and Fordham University Graduate School of Social Work Qualitative Doctoral Research Methods: Phenomenology --PI or Co-PI on grants for multiple qualitative research studies --Chair, Research Curriculum Committee</p>
EDL 860: Leveraging Human and Financial Resources for Social Impact (3 hrs., 3 crs.)	First-year New Faculty Hire	See required qualifications (Appendix D)
EDL 870: Teaching and Learning (3 hrs., 3 crs.)	Dr. Sherry Deckman Assistant Professor Middle and High School Education	<p>Highest Degree: Ed.D.</p> <p>Relevant Experience: --Affiliated Assistant Professor, Ph.D. Program, Graduate Center, City University of New York --Editorial Advisory Board Member, Journal for Multicultural Education --Reviewer, Educational Studies --Editor, Harvard Educational Review</p>
EDL 880: Systems Thinking Through a Social Justice Lens (3 hrs., 3 crs.)	Dr. Rosa Rivera-McCutchen Associate Professor Department of Counseling, Leadership, Literacy and Special Education	<p>Highest Degree: Ph.D.</p> <p>Relevant Experience: --Doctoral Faculty, Ph.D. Programs in Urban Education; Graduate Center, City University of New York --Dissertation Supervision (served as member on multiple committees)</p>

		-- Lehman Steering Committee and Faculty Co-lead, National Center for Faculty Diversity and Development --Chair, Leadership for Social Justice-Special Interest Group, American Educational Research Association --Consultant Facilitator, School Diversity Workshops
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A complete listing of college and department teaching loads can be found in Appendix F, which details reporting requirements of NYSED. While the core EdOLDC faculty will be full time with academic backgrounds, the EdOLDC program is designed to illustrate the ways published organizational leadership research is actually employed in the field, with a focus on exposing students to a practical education in leading organizations guided by actual leaders. This will be integrated into the program through the mindful populating of dissertation committees with qualified professionals in leadership positions from a variety of educational, non-profit and community-based organizations, to join with Lehman educators. These practicing professionals will complement the learning and greatly contribute to the overall goals of the EdOLDC program.

FACILITIES AND EQUIPMENT

There are no special facilities or equipment needed to support the proposed EdOLDC program. The program modality is low residency. Therefore, there will be little additional draw upon Lehman’s already robust information technology infrastructure. 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. Further, Lehman College’s facilities for video conferencing and distance learning are robust. 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. Lastly, Lehman College recently opened a 28,000-sqaure foot Multimedia Center, which established Lehman as one of the most technologically advanced schools in the CUNY system and puts the College in the forefront of multimedia facilities in the region. The Multimedia Center is a two-

story, state-of-the-art facility that has acoustically designed recording studio, audio and video production control rooms, eight editing suites — one of which is enhanced for audio sweetening — student news room, media conversion room, graphics room, conference room and five 'technology-enhanced' classrooms.

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.

Lehman College is a leader within CUNY in the development of fully online degrees. Currently, Lehman offers four degree programs fully online and has a strong online platform on which to build. Online access for many student-related services (e.g., admissions, registration, financial aid, academic support) already exists. Also, 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, so students are able to access the library's electronic databases and other academic resources from remote locations. 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 that can be done remote. Since most of the classes will be online, the proposed EdD program will not be impacted by the existing classroom space issue at Lehman. At multiple points throughout the program, when doctoral

students are required to come to the Lehman campus, these conferences/seminars will be held during the weekend, most likely, when campus space is readily available.

BUDGET TABLES

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

The projected revenues (please see Table 5 below) are calculated using the fall 2019 Lehman College doctoral program tuition costs, which is \$620 per credit. In addition to academic fees, remote students who are not within commuting distance are expected to budget for travel and housing expenses related to the three residencies. Meals are included as additional program costs and will be provided at cost. Lehman will make available relationships they have with particular hotels and any travel carriers to ensure students can minimize travel costs associated with the residencies. Expenses associated with professional development also can be anticipated for students (and faculty). Limited funding opportunities to support faculty and student professional development are available through CUNY, the college, the school and the department. As such, the EDOLDC program will be considered in these conversations, similar to the support provided for other graduate programs, once the program is initiated.

We expect that the EdOLDC graduate program will be fully self-sustaining within three years given the anticipated student enrollment, even with the funding of an additional faculty member at the assistant professor rank at the start of its third year. This position will assume full teaching and dissertation committee responsibilities in the EdOLDC program. (See Appendix D for the required qualifications.) (Please see Table 6 - page 41, which details the projected expenditures.)

Table 5: Projected Revenues for the EDOLDC Program

Students and Enrollments

Cohort	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
1	17	16	16	15	15	15	15	15	15						
2				17	16	16	15	15	15	15	15	15			
3							17	16	16	15	15	15	15	15	15
4										17	16	16	15	15	15
5													17	16	16
Students / Term	17	16	16	32	31	31	47	46	46	47	46	46	47	46	46

Revenues

Cohort	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
1	\$77.6	\$59.5	\$89.3	\$83.7	\$55.8	\$55.8	\$27.9	\$27.9	\$27.9						
2				\$80.8	\$59.5	\$89.3	\$83.7	\$55.8	\$55.8	\$27.9	\$27.9	\$27.9			
3							\$80.8	\$59.5	\$89.3	\$83.7	\$55.8	\$55.8	\$27.9	\$27.9	\$27.9
4										\$80.8	\$59.5	\$89.3	\$83.7	\$55.8	\$55.8
5													\$80.8	\$59.5	\$89.3
Rev/Term	\$77.6	\$59.5	\$89.3	\$164.5	\$115.3	\$145.1	\$192.4	\$143.2	\$173.0	\$192.4	\$143.2	\$173.0	\$192.4	\$143.2	\$173.0
Rev/Year	\$226.4			\$424.9			\$508.6			\$508.6			\$508.6		

+ The percentage of attrition is estimated based on data reported by the *Carnegie Project on the Education Doctorate* (CPED). The attrition rates for overall completion in CPED member programs vary from less than 5% to 55%, with an average of 13.7 percent, with the larger attrition rates usually occurring early in the program. Based on this information, overall attrition is assumed to occur by the end of the first year of the scheduled three-year program. Results in loss of one student after Term One and a loss of an additional student at the end of Term Three.

Table 6: Projected Expenditures for the EdOLDC Program
(Please see notes at the end of the table.)

First Year (fall, spring, and summer semesters)	
PERSONNEL*	
Full-time Faculty (associate professor salary; plus 51% fringe benefits) (BASE SALARY = \$106,345; effective 11/2020)	\$160,581
Part-time Faculty – Program Coordination ** (adjunct associate professor; admin and summer) (\$94.76 per hour x 45 hours; plus 13% fringe benefits; summer stipend also included)	\$13,294
Adjunct Faculty*** (2 adjunct assistant professors @ 87.89 per hour x 45 hours per adjunct; plus 13% fringe benefits)	\$8,938
Writing Center and Other Tutorial Support (Orientations, boot camps, general tutorials, remote one-on-one support)	\$3,388
Full-Time Instructional Designer (BASE SALARY = \$70,000; plus 51% fringe benefits)	\$105,700
TOTAL PERSONNEL	\$291,901
NON-SALARY COSTS	
Consultants, Honoraria, Faculty Development, Guest Speakers, CPED Membership, Supplies, SME Course Build	\$39,175
TOTAL NON-SALARY COSTS	\$39,175
YEAR ONE: TOTAL EXPENDITURES	\$331,076
Second Year (fall, spring and summer semesters)	
PERSONNEL*	
Full-time Faculty (associate professor salary; plus 51% fringe benefits) (BASE SALARY = \$108,472; effective 11/2021)	\$163,793
Part-time Faculty – Program Coordination ** (adjunct associate professor; admin and summer) (\$108.33 per hour x 45 hours; plus 13% fringe benefits; summer stipend also included)	\$13,984
Adjunct Faculty*** (4 adjunct assistant professors @ \$100.00 per hour x 45 hours per adjunct; plus 13% fringe benefits)	\$20,340
Writing Center and Other Tutorial Support	\$3,456

(Orientations, boot camps, general tutorials, remote one-on-one support)

Full-Time Instructional Designer \$107,814
(BASE SALARY = \$70,000; plus 51% fringe benefits)

TOTAL PERSONNEL \$309,387

NON-SALARY COSTS

Consultants, Honoraria, Faculty Development, Guest
Speakers, CPED Membership, Supplies, SME Course Build \$34,825

TOTAL NON-SALARY COSTS \$34,825

YEAR TWO: TOTAL EXPENDITURES \$344,211

Third Year (fall, spring and summer semesters)

PERSONNEL*

Full-time Faculty \$167,068
(associate professor salary; plus 51% fringe benefits)
(BASE SALARY = \$110,641; effective 11/2022)

Full-time Faculty \$140,632
(assistant professor salary; plus 51% fringe benefits)
(BASE SALARY = \$93,134; effective 11/2022)

Part-time Faculty – Program Coordination **
(adjunct associate professor; admin and summer) \$13,984
(\$108.33 per hour x 45 hours; plus 13% fringe benefits; summer stipend also included)

Adjunct Faculty*** \$20,340
(4 adjunct assistant professors @ \$100.00 per hour x 45 hours per adjunct; plus 13% fringe benefits)

Writing Center and Other Tutorial Support \$3,525
(Orientations, boot camps, general tutorials, remote one-on-one support)

Full-Time Instructional Designer \$109,970
(BASE SALARY = \$75,000; plus 51% fringe benefits)

TOTAL PERSONNEL \$455,519

NON-SALARY COSTS *****

Consultants, Honoraria, Faculty Development, Guest
Speakers, CPED Membership, Supplies, SME Course Build \$16,325

TOTAL NON-SALARY COSTS \$16,325

YEAR THREE: TOTAL EXPENDITURES**\$471,844****Fourth Year** (fall, spring, and summer semesters)

PERSONNEL*

Full-time Faculty (associate professor salary; plus 51% fringe benefits) (BASE SALARY = \$110,641; effective 11/2022)	\$167,068
Full-time Faculty (assistant professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Part-time Faculty – Program Coordination ** (adjunct associate professor; admin and summer) (\$108.33 per hour x 45 hours; plus 13% fringe benefits; summer stipend also included)	\$13,984
Adjunct Faculty*** (4 adjunct assistant professors @ \$100.00 per hour x 45 hours per adjunct; plus 13% fringe benefits)	\$20,340
Writing Center and Other Tutorial Support (Orientations, boot camps, general tutorials, remote one-on-one support)	\$3,595
TOTAL PERSONNEL	\$345,619
NON-SALARY COSTS	
Consultants, Honoraria, Faculty Development, Guest Speakers, CPED Membership, Supplies, SME Course Build	\$28,825
TOTAL NON-SALARY COSTS	\$28,825

YEAR FOUR: TOTAL EXPENDITURES**\$374,444****Fifth Year** (fall, spring, and summer semesters)

PERSONNEL*

Full-time Faculty (associate professor salary; plus 51% fringe benefits) (BASE SALARY = \$110,641; effective 11/2022)	\$167,068
Full-time Faculty (assistant professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Part-time Faculty – Program Coordination ** (adjunct associate professor; admin and summer) (\$108.33 per hour x 45 hours; plus 13% fringe benefits; summer stipend also included)	\$13,984

Adjunct Faculty*** (4 adjunct assistant professors @ \$100.00 per hour x 45 hours per adjunct; plus 13% fringe benefits)	\$20,340
Writing Center and Other Tutorial Support (Orientations, boot camps, general tutorials, remote one-on-one support)	\$3,667
TOTAL PERSONNEL	\$345,691
NON-SALARY COSTS	
Consultants, Honoraria, Faculty Development, Guest Speakers, CPED Membership, Supplies, SME Course Build	\$26,325
TOTAL NON-SALARY COSTS	\$26,325

YEAR FIVE: TOTAL EXPENDITURES ***\$372,016***

*All f/t and p/t salary rates based on new 2017-2022 contract (<https://psc-cuny.org/contract/adjunct-salary-increases-2017-2022>)

** Program Coordinator \$7,500 summer stipend for administrative duties (plus 13% fringe); plus Adjunct Associate Professor hourly rate with fringe for one summer course

*** Adjunct Assistant Professor hourly rate with fringe for summer courses; two in Year 1, four in Years 2-5

**** Other costs drop in Year 3 as a result of completion of course development and subject matter expert (SME) expense = \$0. SME expense in Years 4-5 incurred because of course refresh, which is at lower rate of initial course development.

EVALUATION

INTERNAL EVALUATION AND OUTCOMES ASSESSMENT

Currently, the SOE has a rigorous system, which includes both formative and summative methods, for assessing and monitoring program outcomes. The proposed EdOLDC 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 EdOLDC program:

Student Satisfaction

All students enrolled in the EdOLDC program will be afforded the opportunity to complete a course/instructor assessment each semester.

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 dissertation process/product.

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, Lehman's Leadership Studies Graduate Programs use TaskStream as their assessment system, which allows 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, clinical, etc.).

Grade Point Average

All students enrolled in the EdOLDC program will be required to maintain an overall 3.3 grade point average (GPA) to continue in the program and will be subject to Lehman College's existing academic policy for graduate students. The EdOLDC program coordinator will be responsible for tracking advisees and intervening with those program students who are in danger of falling below the minimum grade point average requirement.

Formative – Topic Approval and Defense

The Three-Article Dissertation must be approved by the student's dissertation committee. There must be coherence between the articles that make up the dissertation, and the rationale for grouping the three articles together must be clear. The journals to which the articles are being submitted must be approved by the advisory committee. The committee should assist in identifying and choosing refereed journals that will both challenge the student as well as offer a reasonable chance of publication success. A draft prior to the proposal defense may be included. This article must represent work undertaken while the student is enrolled in the EdD program and be approved by the committee at the time of the student's proposal defense. This article must be connected to the theme or themes of the dissertation.

Culminating – Three-Article Dissertation and Oral Defense

As elements of the dissertation research are completed and papers written, the dissertation chairperson and committee members will provide feedback to the student. Once the three articles that make up the core of the dissertation have been written, the student will, with the guidance of the chair and committee member, write the introduction and the summary sections of the dissertation. When those two sections have been written and revised by the student, and approved by the committee, the student will begin to create a final draft of the dissertation according to the formatting requirements detailed in the *Lehman Leadership EdD Handbook*. When a draft of the final dissertation is judged by the committee to be ready to defend, the final oral defense can be scheduled.

The student should assemble a video presentation describing the study, following the issues covered in the dissertation. The presentation should be sent to the committee members two weeks prior to the defense. The emphasis should be on research settings, the problem of practice addressed,

development of the applied research plan, results and implications. An oral defense of a dissertation normally takes from 1 to 1 1/2 hours. This defense can take place either in person or via videoconference. In consultation with the dissertation chairperson, the student will find a day and time when it is possible for all members of the dissertation committee to participate.

Program Graduates

An exit survey will be distributed upon program completion. The purpose of this survey is to get student feedback on the overall program, from the submission of the admissions 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. In order to enhance the program's goal of maintaining Lehman College as a center of excellence in community organizational leadership, creating a vibrant, active scholar-practitioner community and enhancing alumni participation in the program, a survey will be distributed within one or two years after graduation. This will solicit ongoing feedback from those graduates practicing in the field, thus assuring program content remains up-to-date and relevant.

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

The School will maintain a database 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. In order to maintain the integrity of the program, part-time faculty and dissertation advisors will be reviewed by the program coordinator. This review will focus on their in-class performance and achievement of course learning outcomes.

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 annual reviews, faculty members discuss both their past scholarly accomplishments and their future research plans with their department chair. Scholarly endeavors are extremely significant for untenured faculty. Part of the chair's role in the annual evaluation is to support untenured faculty in their quest to conduct innovative research that informs their practice as leader-, teacher-, and counselor-educators. Further, the chair evaluates faculty members 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 faculty members should explore. Lastly, the Director of Online Education, with input from the EdOLDC program coordinator, will evaluate the Instructional Designer.

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 member 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 he/she 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 data from the instructor evaluation surveys. Individual faculty data are comprised for each of the evaluation items, 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 CVs of the below external reviewers, their completed program reviews in Appendix K and our response to their reviews in Appendix L.

Dr. Patrice A. McClellan, Associate Professor, Business and Leadership, Lourdes University

Dr. Melissa L. Rocco, Affiliate Assistant Professor and Program Manager, Leadership Studies and Development, University of Maryland/College Park

References

Achieving the vision by building on a strong foundation: Strategic directions for Lehman College, 2010-2020. Retrieved November 2, 2015, from <http://www.lehman.edu/academics/documents/Achieving-the-Vision.pdf>

Gaul, P. (2014). Anticipated uptick in economy presents talent challenge. *T+D*, 68(5), 20.

Hughes, P. J., & Panzo, D. (2015). Developing an organizational leadership graduate program: A "CHAT" about leadership education. *Journal of Leadership Education*, 14(1), 193-203.

Patel, L. (2014). Preparing tomorrow's executives. *T+D*, 68(3), 20.

Shulman, L. (2005). *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*: 1st (first) Edition, San Francisco, CA: Jossey-Bass.

Stewart, J. L. (2011). Train for the future: Invest in learning. *T+D*, 65(7), 54-57.

Notes

1. According to [Online College Students 2019](#), the latest iteration of an annual study from the Learning House; its parent company, Wiley Education; and Aslanian Research, 67 percent of respondents said they lived within 50 miles of a campus or service center of the college where they are studying.

2. See note 1.

APPENDIX A

NEW COURSE PROPOSALS

ORGANIZATIONAL LEADERSHIP, DEVELOPMENT, AND CHANGE

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

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

CURRICULUM CHANGE

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 811
Course Title	Leaders as Scholars
Description	Examination of doctoral studies, resources, philosophical issues, tools, policies and procedures that will establish the framework for how the EdD prepares students to be scholar-practitioners through the application of practice-embedded research study. Provides foundation for developing a dissertation proposal, creating a problem statement and articulating the steps required to complete a doctoral dissertation in a planning worksheet. General frameworks addressing policy, legal and financing implications are introduced, which students will develop throughout the program in alignment with their dissertation topic. Course includes a required three-day onsite intensive at Lehman College.
Pre/ Co Requisites	N/A
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing)	N/A

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

3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Explain different types of research design and implicit bias in practice-embedded educational research
- 2) Find, analyze, and synthesize empirical, peer-reviewed studies addressing the context and background for an identified problem of practice that includes innovation and social entrepreneurship
- 3) Develop the necessary thought processes to generate an introductory statement to a research problem and to write research questions and hypotheses
- 4) Explain the role of a systems approach in leading organizational change
- 5) Complete the Institutional Review Board (IRB) protocol and Human Subjects training
- 6) Demonstrate skill in academic writing, including mechanics, appropriate use and citation of literature, and fluency in APA format and style
- 7) Build a project plan for dissertation completion using the major activities associated with the research process. and
- 8) Develop working competency in technology tools that are used in academic research and the workplace

5. **Date of Departmental Approval: February 10, 2020**

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CURRICULUM CHANGE

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 812
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to students' professional development.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Develop abilities to express research designs and findings in concise, cogent, readable and scholarly English
- 2) Demonstrate excellence in applying theoretical and problem solving aspects in interdisciplinary groups to address solutions based on research frameworks to an identified case study
- 3) Integrate concepts of social innovation and social entrepreneurship into dissertation research proposal
- 4) Produce a first draft of a dissertation research project proposal
- 5) Construct first draft of financial model to represent resources required and expected outcomes from studies conducted as outlined in dissertation proposal
- 6) Write up request and gain approval from IRB for employment of human subjects in research studies

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CURRICULUM CHANGE

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 813
Course Title	Guided Dissertation
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved according to milestones established in the project plan approved in their Doctoral Studies seminar. Students will continue to update their personal reflective learning journals and submit a comprehensive progress report at the end of the term. (Will be repeated up to twelve credits.)
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new EdD/Organizational Leadership Program.

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

- 1) Apply relevant organizational leadership theories, concepts and principles toward the completion of your dissertation
- 2) (In final term) Defend dissertation

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CURRICULUM CHANGE

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2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 820
Course Title	Management and Organizational Leadership Theory
Description	Focuses on identifying theory and research that frames the current study of organizations from macro and micro perspectives. Students will be introduced to and subsequently compare and contrast macro organizational leadership trends such as trait, behavioral, contingency and charismatic theories of leadership and also will also explore contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership and shared leadership. Micro issues around organizational behavior such as motivation, cross-cultural issues, trust, conflict, stress and topics associated with human strengths and capacities also will be addressed.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	___ Creative Expression
	___ Individual and Society
	___ Scientific World

3. **Rationale:** Required course for new EdD/Organizational Leadership Program.

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

- 1) Demonstrate knowledge of various theories describing structure and design of public organizations, which enable managers to understand, predict, and influence organizational design/structure and development
- 2) Develop skills for understanding the impact of environment, strategy, technology, organizational culture, change, and organizational size on organizational and inter-organizational relationships
- 3) Explain the implications of organizational theory for managers and employees
- 4) Describe organizational systems, including organizational structures, culture, human resources, and change
- 5) Identify how diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making and motivational theories impact individual behavior in organizations
- 6) Analyze how interpersonal behaviors, including teamwork, conflict, leadership, social networks and power and influence impact an organization
- 7) Identify those organizational factors that affect behavior, including reward systems, culture and organizational design
- 8) Demonstrate awareness of the complex issues faced by managers in the area of ethics and social responsibility in organizational development

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CURRICULUM CHANGE

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 830
Course Title	Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	___ Individual and Society ___ Scientific World
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3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Compare and contrast quantitative, qualitative and mixed methods research in education, health, business, and other human service organizations that are used to inform an organization leader's decision-making capability
- 2) Interpret and visually represent descriptive (measures of frequency, central tendency, dispersion and position) and inferential (hypothesis testing, t-statistics, ANOVA and regression) statistics commonly used in research employed by education and other human service leaders
- 3) Apply basic concepts related to probability and uncertainty to quantify risk associated with proposed projects and the impact it can have on a leader's ability to deliver an organization's mission
- 4) Describe how data validity and reliability in the intellectual-cultural activity of qualitative research can be productive for the larger endeavor of academic research
- 5) Interpret the results of quantitative, qualitative and mixed methods analyses to answer a research question
- 6) Explore issues around research ethics and consider the importance of ethics in conducting and interpreting research results
- 7) Draw upon quantitative and qualitative research studies to conduct a preliminary literature review around a research question.

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CURRICULUM CHANGE

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 840
Course Title	Introduction to Applied Research
Description	Emphasis on the distinction between the theories and methodologies associated with qualitative research methods, from interpretive to positivist and post-positivist, in public management and policy areas. Qualitative approaches of narrative inquiry, phenomenology, grounded theory, case studies, ethnography and action research will be explored. Topics include selected problems and issues associated with theory, design, implementation; reporting and publication of qualitative research in education, non-profit management, health, and other human service practices; and introduction to survey development and interview strategies.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Distinguish the uniqueness and distinctiveness of qualitative research in public management and policy areas, particularly in contrast to interpretive, positivist and post-positivist research cultures
- 2) Deepen your understanding of the traditions of qualitative inquiry—ethnography, case study, narrative inquiry, phenomenology, grounded theory, action research – and appreciate their advantages and limitations for research in public service
- 3) Explore in greater depth issues related to subjectivity, role, access and ethics in qualitative research studies and their relationship to research design
- 4) Explain issues of representation in qualitative research and the ways that qualitative research is written up and presented
- 5) Discuss competently selected problems and issues associated with the full qualitative research cycle (e.g., theory, literature review, design, implementation, reporting and publication of qualitative research) in public service, concentrating primarily on interview projects embedded within a given tradition
- 6) Demonstrate how to assure trustworthiness and validity into the qualitative research
- 7) Demonstrate skills in managing selected design, data collection, analysis and writing strategies of qualitative research, via exercises and through the use of software (Nvivo or Atlas)

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CURRICULUM CHANGE

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2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 850
Course Title	Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change. Topics include carrying out a literature review that is in alignment with the proposed dissertation topic; beginning the collection analysis of exemplary data; and structuring a draft that will represent the first cycle of an action plan associated with dissertation work.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Describe the interrelationship between different components of an action research project, specifically, topic/concern/problem, literature review, method, data collection, analysis, implementation, results, implications, and significance
- 2) Compare and contrast action research with other types of research
- 3) Discuss the ways participatory action research can be applied to educational and community-based projects within the context of policy, legal, political, and financing constraints
- 4) Explain various methods used to interpret action research data
- 5) Apply a set of tools and processes to promote participation and reflective practice that form the basis of practice-based, service and action research
- 6) Complete a project in an area of particular concern where a proof-of-concept participatory action research process is designed and carried out
- 7) Distinguish the methodologies and ethics applicable to action research in educational and community-based settings

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CURRICULUM CHANGE

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2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 860
Course Title	<u>Leveraging Human and Financial Resources for Social Impact</u>
Description	Prepares leaders how to manage an organization's human and financial resources and to measure their organization's social impact within the community. Topics include identifying the challenges of running a non-profit organization, categorizing available funding sources, exploring the financial systems used by organizations to ensure sustainability, monetizing the effect of leveraging the organization's human capital, quantifying risk and developing a quadruple bottom line for an exemplary project. Technologies commonly used in the private and public sector to develop and present a business plan that explicitly reflects the risk and uncertainty associated with a proposed project also will be addressed.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<ul style="list-style-type: none">_____ World Cultures_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Define the characteristics and implications of social entrepreneurial and ways these contribute to developing innovative social enterprises
- 2) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation
- 3) Identify strategies for identifying grant-funding opportunities and launching successful fundraising/capital campaigns
- 4) Explain the role of boards and create a plan for cultivating these relationships
- 5) Use quantitative tools to make and explain how human resource decisions support business strategy
- 6) Explain key elements of financial statements, budgets, reporting requirements and internal control systems
- 7) Apply quantitative tools to evaluate risk in the implementation of the triple bottom line

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2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 870
Course Title	Teaching and Learning
Description	Examination of human learning, cognitive organization and learning processes, tracing the progress in learning theory and cognitive models. Introduction of frameworks to design learning environments and instruction for a multicultural audience; and discussion of effective application to achieve personal and organizational goals, using what they learn in appropriate new contexts. Major theories of andragogy and their implications for the instructional process; the role of information technologies for teaching and learning in the 21st century; the double loop learning; and learning from failure in an organization are discussed.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	--

3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Describe theories of learning and instruction, from the perspective of behavioral research and cognitive research, and theories of motivation and personality
- 2) Critically evaluate the differences between pedagogy and andragogy, explaining the interactions of students, teachers and materials in a classroom and the implications of these interactions for learning environments
- 3) Describe contemporary learners along a continuum of characteristics, including socioeconomic status, ethnicity, gender, ability and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future
- 4) Explain the design and role of assessments in teaching and learning
- 5) Examine motivation and its implications for learning and classroom practices environments
- 6) Demonstrate an understanding of life-long learning and the role of experience in life-long learning
- 7) Explain ways technology has enriched the teaching-learning interaction, noting the difference in instructional strategies recommended for use with adult learners versus millennial and younger generations
- 8) Evaluate strategies for facilitating professional learning and professional development, using the six principles of adult learning theory

5. **Date of Departmental Approval: February 10, 2020**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

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

2.

Department(s)	<i>COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION</i>
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Leadership
Course Prefix & Number	EDL 880
Course Title	Systems Thinking Through a Social Justice Lens
Description	Analysis of a rigorous set of systems-thinking structures for designing a practical path to improve organizational performance in an environment characterized by diverse stakeholders. Presentation of concepts and tools to address effectively situations that cross multiple discipline and skills boundaries, enabling students to manage complexity by taking a broader perspective in describing the interconnectivity between people, events and ideas. Design principles to create intelligent, adaptive organizations; to leverage the benefits of digital transformation; to create an innovative culture; and to motivate all members on achieving the organization's vision will be discussed.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** Required course for new EdD/Organizational Leadership, Development and Change Program.

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

- 1) Describe the history, research and perspectives into systems thinking, complexity and resilience
- 2) Understand the philosophical weaknesses of linear, reductionist, cause-and effect thinking and the shortcomings of using one, or more, of these approaches for problem solving in a complex society
- 3) Understand and document system thinking objectives
- 4) Establish a basic understanding of systems thinking terminology, theories, processes, methods, language and tools
- 5) Evaluate when it is appropriate to apply thinking methods/reductionist methods (e.g., data collection, scientific method, etc.) as opposed to applying systems thinking methods (e.g., Systems Engineering, Breakthrough Thinking/Smart Questions, etc.)
- 6) Describe and model solutions that will enable system thinking (e.g., mind maps, feedback and causal loops, behavior over time diagrams, etc.)
- 7) Apply systems thinking to embed social justice considerations in decision-making for education and other human service organizations

5. **Date of Departmental Approval:** February 10, 2020

APPENDIX B

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

***EDL 811: Leaders as Scholars
(4 hrs., 4 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Examination of doctoral studies, resources, philosophical issues, tools, policies and procedures that will establish the framework for how the EdD prepares students to be scholar-practitioners through the application of practice-embedded research study. Provides foundation for developing a dissertation proposal, creating a problem statement and articulating the steps required to complete a doctoral dissertation in a planning worksheet. General frameworks addressing policy, legal and financing implications are introduced, which students will develop throughout the program in alignment with their dissertation topic. Course includes a required three-day onsite intensive at Lehman College.

Sample Texts (Subset of following):

Texts

- Butin, D. (2010). *The education dissertation: A guide to practitioner scholars*. Thousand Oaks, CA: Corwin Press. ISBN 978-1412960441
- Johnson, A.P. (2003). *A short guide to academic writing*. Lanham, MD: University Press of America. ISBN 978-0761825037
- Rocco, T.S. & Hatcher, T. (Eds.) (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN 978-0470393352
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 978-1433805618

Journal Articles/Book Chapters

- Rosemary S. Caffarella & Bruce G. Barnett (2000) Teaching Doctoral Students to Become Scholarly Writers: The importance of giving and receiving critiques, *Studies in Higher Education*, 25:1, 39-52, DOI: <https://doi.org/10.1080/030750700116000>

- Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL), *Journal of Work-Applied Management*, Vol. 7 No. 1, pp. 15-27. <https://doi.org/10.1108/JWAM-10-2015-003>
- Perrini F., Vurro C. (2006). Social entrepreneurship: Innovation and social change across theory and practice, In: Mair J., Robinson J., Hockerts K. (eds) Social Entrepreneurship. Palgrave Macmillan, London. https://doi.org/10.1057/9780230625655_5
- Murphy, P.J. & Coombes, S.M. (2009). A model of social entrepreneurial discovery, *Journal of Business Ethics*, 87: 325. <https://doi.org/10.1007/s10551-008-9921-y>
- Conway, Clifford. (2008). Business planning training for social enterprise. *Social Enterprise Journal*. 4. <https://doi.org/10.1108/17508610810877731>.
- David F. Andersen, John M. Bryson, George P. Richardson, Fran Ackermann, Colin Eden & Charles B. Finn (2006). Integrating modes of systems thinking into strategic planning education and practice: The Thinking Persons' Institute Approach, *Journal of Public Affairs Education*, 12:3, 265-293, <https://doi.org/10.1080/15236803.2006.12001436>
- Raymond Caldwell (2012) Systems thinking, organizational change and agency: A Practice Theory critique of Senge's learning organization, *Journal of Change Management*, 12:2, 145-164, <https://doi.org/10.1080/14697017.2011.647923>

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) Explain different types of research design and implicit bias in practice-embedded educational research
- 2) Find, analyze, and synthesize empirical, peer-reviewed studies addressing the context and background for an identified problem of practice that includes innovation and social entrepreneurship
- 3) Develop the necessary thought processes to generate an introductory statement to a research problem and to write research questions and hypotheses
- 4) Explain the role of a systems approach in leading organizational change
- 5) Complete the Institutional Review Board (IRB) protocol and Human Subjects training
- 6) Demonstrate skill in academic writing, including mechanics, appropriate use and citation of literature, and fluency in APA format and style
- 7) Build a project plan for dissertation completion using the major activities associated with the research process
- 8) Develop working competency in technology tools that are used in academic research and the workplace

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

Instructional Methods Used in This Course:

Introductory research methods

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:**1. Article Review**

The purpose of this assignment is to help you understand how research is conducted and reported. You are asked to read three peer-reviewed articles on a topic from three scholarly journals. Articles of this type will typically report on original research or replications of previously conducted studies, or they will be literature reviews in which the author(s) present the results of a literature search on a specific topic.

- a) Preparation
 - a. Select a topic for research and gain approval from course instructor
 - b. Select three peer-reviewed articles using Lehman electronic databases or other sources and gain approval from course instructor
- b) Delivery
 - a. Write an introductory section that addresses your overall topic and identify the streams of research (i.e., your three peer-reviewed articles) you will be using to support your topic
 - b. For each article
 - i. Summarize the article
 - ii. Explain and critique the methods used and/or the findings presented
 - iii. Offer your opinion on the value of the study. For example, will this study further our knowledge base about the topic? Will this study describe, explain, predict and influence practices related to this topic?
 - c. Synthesize the three articles
 - i. Draw some or your own conclusions about how a combination of findings about the three articles can provide a new perspective on your chosen topic

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

2. Dissertation Project Plan

Completion of your dissertation will be supported by a well-thought out roadmap of the work you have to do, the time it takes, and the risks associated with its completion. A project plan is a tool that details all the tasks you will need to do, identifies what outside entities you will rely on to complete your work (i.e., stakeholders), lists the high level milestones which are key checkpoints on the project, and highlights potential risks that can impact the completion of you project. A project plan is a living document and communication tool that assures you, your dissertation chair, and your dissertation committee all see the same vision for successful completion of your program.

- a) Identify all the stakeholders that will be required to complete your dissertation
- b) List all of the major milestones
 - a. Identify all of the steps required to meet the milestone
 - b. Identify what needs to be in place and/or completed before the step can start
 - c. Identify the deliverables associated with each step
 - d. Identify all of the stakeholders required to successfully complete the step
 - e. Identify the estimated time it will take to complete each step
- c) Create a project schedule in Excel
 - a. For each task, list estimated start date, end date, dependencies, level of effort, stakeholders
- d) Complete a risk assessment
 - a. Identify potential issues that may impede successful completion, by task and/or stakeholder. **DO NOT FORGET TO INCLUDE YOURSELF IN THIS RISK ASSESSMENT.**
 - b. Create a risk management plan

Use Excel or a Project Management tool of your choice to capture the major elements of your project plan to present to the instructor for final review.

3. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:**1. Article Review**

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from

	<p>the topic (more than a “C” paper)</p> <ul style="list-style-type: none"> • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement
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2. Dissertation Project Plan (*maximum 100 points*)

90-100 points	Competency present for all major elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies
80-89 points	Done with all major elements of project plan, incomplete detail provided to support major elements: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies
70-79 points	Done with omissions of minor elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies
69 points or below	Done with omissions of major elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies

3. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.

70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.
69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.

Course Assessment: *breakdown of how each assignment is weighted – equaling 100%*

Article Reviews	45 percent (max 100 points)
Dissertation Project Plan	20 percent (max 100 points)
Professionalism, Group Participation, Learning Log	25 percent (max 100 points)
IRB/Human Subjects Training/Tools	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

Academic Integrity and Plagiarism Policy

Academic Dishonesty, which includes plagiarism, is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. A full statement and information may be found in Lehman College's student handbook at the following link: <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718.960.8441.

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718.960.8175 and the SLC at 718.960.7707.

Lehman College Food Bank

Any student who has difficulty affording groceries or accessing sufficient food every day, and believes this may affect their academic performance, is urged to utilize the Herbert H. Lehman Food Bank. The Food Bank is located in The Student Life Building, room 120. Students should make an appointment online to pick up food at <https://lehmanfoodbank.setmore.com/>

Purdue University's online APA-specific resources

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below links.

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

***EDL 812: Doctoral Studies Seminar
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Facilitation of students' dissertation development and research ideas through a structured process with attention to students' professional development.

Sample Texts (Subset of following):

Texts

- Butin, D. (2010). *The education dissertation: A guide to practitioner scholars*. Thousand Oaks, CA: Corwin Press. ISBN 978-1412960441

- Machi, L.A. & McEvoy, B.T. (2016). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press. ISBN 978-1506336244
- Terrell, S.R. (2016). *Writing a Proposal for Your Dissertation: Guidelines and examples*. New York: Guilford Press. ISBN 978-1462523023
- Libes, L. (2015). *The Next Step: A Guide to Building a Startup Financial Plan (Volume 3)*. Los Angeles, CA: Lunamobiscuit Publishing. 978-0998094724

Reference Texts

- Johnson, A.P. (2003). *A short guide to academic writing*. Lanham, MD: University Press of America. ISBN 978-0761825037
- Rocco, T.S. & Hatcher, T. (Eds.) (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN 978-0470393352
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 1-433805618

Journal Articles

- Elkington, J. (1994). Towards the sustainable corporation: Win-win-win business strategies for sustainable development, *California Management Review* 36, no. 2, 90–100.

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 abilities to express research designs and findings in concise, cogent, readable and scholarly English
- 2) Demonstrate excellence in applying theoretical and problem solving aspects in interdisciplinary groups to address solutions based on research frameworks to an identified case study
- 3) Integrate concepts of social innovation and social entrepreneurship into dissertation research proposal
- 4) Produce a first draft of a dissertation research project proposal
- 5) Construct first draft of financial model to represent resources required and expected outcomes from studies conducted as outlined in dissertation proposal
- 6) Write up request and gain approval from IRB for employment of human subjects in research studies

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

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 (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:

1. Dissertation Proposal

This assignment asks you to produce a formal proposal describing the dissertation you intend to pursue. Typically, the proposal builds on the topics you have been discussing in your bi-weekly reflective learning journal. This assignment is submitted in two parts – a first draft submission and a final draft and will include a corresponding financial plan. This proposal should include the following sections:

- a) Introductory statement - the introduction should explain the proposed publishable papers, why they were chosen, including a substantive discussion of the relationship between the various articles and parts of the research that tie together the articles.
- b) Chapter 1
 - a. Proposed article title
 - b. Introduction
 - c. Preliminary review of literature
 - d. Preliminary method
 - e. Preliminary financial model associated with implementation
- c) Chapter 2
 - a. Proposed article title
 - b. Introduction
 - c. Preliminary review of literature
 - d. Preliminary method
 - e. Preliminary financial model associated with implementation
- d) Chapter 3
 - a. Proposed article title
 - b. Introduction
 - c. Preliminary review of literature
 - d. Preliminary method
 - e. Preliminary financial model associated with implementation
- e) References - All general references from the introduction

Be sure to include all relevant IRB approvals for employment of human subjects associated with topics addressed in three articles.

2. Case Study

Select a peer-reviewed case study gain approval from course instructor. Answer the following questions:

- a) Is the hypothesis clearly stated? Why is it relevant to your area of interest?
- b) Provide a brief summary of the article, outlining the main points, results and discussion.
- c) Is the study procedure clearly outlined in the methods section?
- d) Are all tables and graphs clearly labeled in the results section?
- e) How do the researchers interpret the results of the study? Did the results support their hypothesis? Do the conclusions drawn by the researchers seem reasonable?
- f) Describe any problems you had with the authors premise, methods, or conclusions.
- g) Conclude with your agreement or disagreement with the author's conclusions

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

3. Refinement of Dissertation Project Plan

Review initial dissertation completion project plan.

- a) Update the following major sections
 - a. All the stakeholders that will be required to complete your dissertation
 - b. Major milestones
 - c. Project schedule in Excel or project management software
 - d. Risk assessment
- b) Variance and Lessons Learned
 - a. Describe details of variance from original project plan
 - b. Compile a list of lessons learned

3. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.

- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Dissertation Proposal (maximum 100 points)

90-100 points	Exceeds expectations for all or some of major dissertation proposal criteria, meets expectations for some but not all major dissertation proposal criteria: mastery of theories and concepts in the field demonstrated in problem statement and literature review; mastery of methods of inquiry; quality of writing; APA formatting-citations and references; originality and potential for contribution to discipline
80-89 points	Meets expectations for all major dissertation proposal criteria: mastery of theories and concepts in the field demonstrated in problem statement and literature review; mastery of methods of inquiry; quality of writing; APA formatting-citations and references; originality and potential for contribution to discipline
70-79 points	Meets expectations for some but not all major dissertation proposal criteria, does not meet expectations for some but not all major dissertation proposal criteria: mastery of theories and concepts in the field demonstrated in problem statement and literature review; mastery of methods of inquiry; quality of writing; APA formatting-citations and references; originality and potential for contribution to discipline
69 points or below	Does not meet expectations for all major dissertation proposal criteria: mastery of theories and concepts in the field demonstrated in problem statement and literature review; mastery of methods of inquiry; quality of writing; APA formatting-citations and references; originality and potential for contribution to discipline

2. Case Study (maximum 100 points)

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources
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	<ul style="list-style-type: none"> • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement

3. Refinement of Dissertation Project Plan (*maximum 100 points*)

90-100 points	Competency present for all major elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each
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	step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis
80-89 points	Done with all major elements of project plan, incomplete detail provided to support major elements: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis
70-79 points	Done with omissions of minor elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis
69 points or below	Done with omissions of major elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis

4. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.
69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of

	online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.
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Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Dissertation Proposal	65 percent (max 100 points)
Case Study	15 percent (max 100 points)
Dissertation Project Plan	10 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

Academic Integrity and Plagiarism Policy

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Accommodating Disabilities

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The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

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Purdue University's online APA-specific resources

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below links.

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

EDL 813: Guided Dissertation
(3 hrs., 3 crs.)

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved according to milestones established in the project plan approved in their Doctoral Studies seminar. Students will continue to update their personal reflective learning journals and submit a comprehensive progress report at the end of the term. (Will be repeated up to twelve credits.)

Sample Texts (Subset of following):

Texts

- Butin, D. (2010). *The education dissertation: A guide to practitioner scholars*. Thousand Oaks, CA: Corwin Press. ISBN 978-1412960441
- Johnson, A.P. (2003). *A short guide to academic writing*. Lanham, MD: University Press of America. ISBN 978-0761825037
- Rocco, T.S. & Hatcher, T. (Eds.) (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN 978-0470393352

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 978-1433805618

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 organizational leadership theories, concepts and principles toward the completion of your dissertation
- 2) Defend dissertation (in final term)

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

Instructional Methods Used in This Course:

Research methods

Reflection through class discussion, critical readings and writing

Use of technology (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:

1. Article Progress

Working with your dissertation chair and committee, you will make progress on your dissertation according to your project plan.

2. Refinement of Dissertation Project Plan

Review initial dissertation completion project plan.

- a) Update the following major sections
 - a. All the stakeholders that will be required to complete your dissertation
 - b. Major milestones
 - c. Project schedule in Excel or project management software

- d. Risk assessment
- b) Variance and Lessons Learned
 - a. Describe details of variance from original project plan
 - b. Compile a list of lessons learned

3. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Article Progress

Incomplete	<ul style="list-style-type: none"> • Satisfactory progress to project plan
Fail	<ul style="list-style-type: none"> • Unsatisfactory progress

2. Dissertation Project Plan (*maximum 100 points*)

90-100 points	Competency present for all major elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis
80-89 points	Done with all major elements of project plan, incomplete detail provided to support major elements: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis
70-79 points	Done with omissions of minor elements of project plan: stakeholders;

	steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis
69 points or below	Done with omissions of major elements of project plan: stakeholders; steps and sub-steps to completion, task dependencies; deliverables for each step; time estimates associated with each step; Excel (or other tool) representation of project plan; risks; risk mitigation strategies; variance analysis

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Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Article Progress	80 percent (max 100 points)
Dissertation Project Plan	10 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
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**Lehman College, City University of New York
Department of Counseling, Leadership, Literacy, and Special Education**

***EDL820: Management and Organizational Leadership Theory
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

This foundational course focuses on identifying theory and research that frames the current study of organizations from the macro and micro perspectives. Learners will be introduced to and subsequently compare and contrast macro organizational leadership trends such as trait, behavioral, contingency, and charismatic theories of leadership and will also explore contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership, and shared leadership. The course will also address micro issues around organizational behavior such as motivation, cross-cultural issues, trust, conflict, stress, and topics associated with human strengths and capacities.

Sample Texts (Subset of following):

Texts

- Bolman, L. and Deal, T. (2017). *Reframing organizations: Artistry, choice and leadership*. Hoboken, NJ: John Wiley & Sons. ISBN 978-1119281825
- Rainey, H.G. (2014). *Understanding and managing public organization, 5th edition*. San Francisco: Jossey Bass. ISBN 978-1118583715
- Northouse, P.G. (2019). *Leadership: Theory and practice, 8th edition*. Thousand Oaks, CA: Sage Publications. ISBN 978-1506362311
- Robbins, S. & Judge, T.A. (2018). *Organizational behavior, 18th edition*. Essex, England: Pearson. ISBN 978-0134729329
- Bauer, T. & Erdogan, B. (2019). *Organizational behavior: Bridging science and practice*. (Adapted by Steven Gray). Irvington, NY Flat World Knowledge.

Journal Articles/Book Chapters

- Stewart I. Donaldson & Ia Ko (2010) Positive organizational psychology, behavior, and scholarship: A review of the emerging literature and evidence base, *The Journal of Positive Psychology*, 5:3, 177-191, DOI: 10.1080/17439761003790930

- Valentine, S. & Fleischman, G. (2008) Professional ethical standards, corporate social responsibility, and the perceived role of ethics and social responsibility, *Journal of Business Ethics*, 82:3 (657-666), <https://doi.org/10.1007/s10551-007-9584-0>
- Brown, M.E., Trevino, L.K. & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing, *Organizational Behavior and Human Decision Processes*, 97:2 (117-134), <https://doi.org/10.1016/j.obhdp.2005.03.002>
- Buerger, S. & Buerger, G. (2019). Emotional intelligence: Its place in your professional and academic careers, *A Guide to the Scientific Career*, (91-95).
- Mattingly, V. & Kraiger, K. (2019). Can emotional intelligence be trained? A meta-analytical investigation, *Human Resource Management Review*, 10.1016/j.hrmr.2018.03.002
- Dunaway, M.M. (2019) A comparative review of team emotional intelligence measures for IT teams, *International Journal of Technology Diffusion*, 10.4018/IJTD.2019100103
- Khattab, J., van Knippenberg, D., Pieterse, A. N., & Hernandez, M. (2020). A network utilization perspective on the leadership advancement of minorities. *Academy of Management Journal*, 45(1), 109–129. <https://doi-org.lehman.ezproxy.cuny.edu/10.5465/amr.2015.0399>
- Walters, K.N. and Diab, D.L. (2016), Humble Leadership: Implications for psychological safety and follower engagement. *Journal of Leadership Studies*, 10: 7-18. [doi:10.1002/jls.21434](https://doi.org/10.1002/jls.21434)

Lehman Urban Transformative Education (LUTE) Conceptual Framework:

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Objectives:

- 1) Demonstrate knowledge of various theories describing structure and design of public organizations, which enable managers to understand, predict, and influence organizational design/structure and development
- 2) Develop skills for understanding the impact of environment, strategy, technology, organizational culture, change, and organizational size on organizational and inter-organizational relationships
- 3) Explain the implications of organizational theory for managers and employees;
- 4) Describe organizational systems, including organizational structures, culture, human resources and change
- 5) Identify how diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making and motivational theories impact individual behavior in organizations

- 6) Analyze how interpersonal behaviors, including teamwork, conflict, leadership, social networks and power and influence impact an organization
- 7) Identify those organizational factors that affect behavior, including reward systems, culture and organizational design
- 8) Demonstrate awareness of the complex issues faced by managers in the area of ethics and social responsibility in organizational development

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

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 (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:

1. Ethics Reflection Paper

Within this class we will cover the role of ethics within organizational decision making. While ethics is grounded in abstract philosophical concepts it is at the same time very important for practical use. For this assignment you are tasked with selecting one ethical framework that we have covered in class (or one that you have researched outside of class) that you believe is best suited for your philosophical beliefs. Your paper should explain (1) why you believe this framework is optimal for you, and (2) why the other ethical frameworks covered in class are not optimal for you. Please use real or imagined examples to support your arguments.

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

2. Case Study

Select a peer-reviewed case study gain approval from course instructor. Answer the following questions:

- a) Is the hypothesis clearly stated? Why is it relevant to your area of interest?
- b) Provide a brief summary of the article, outlining the main points, results and discussion.
- c) Is the study procedure clearly outlined in the methods section?
- d) Are all tables and graphs clearly labeled in the results section?
- e) How do the researchers interpret the results of the study? Did the results support their hypothesis? Do the conclusions drawn by the researchers seem reasonable?

- f) Describe any problems you had with the authors premise, methods, or conclusions.
- g) Conclude with your agreement or disagreement with the author's conclusions

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

3. Organizational Leadership Team Project

The purpose of the project is to give your team an opportunity to apply what has been learned in the course (through course lectures, readings, and discussions) to problems in an organization of your team's choice. Class members will work in teams of four people. Your team should identify a public, private, or non-profit organization to study. You can choose an organization where your team members work or have interests.

Your team is to gather information from people in an organization through direct contact. You must supplement this information with data from the media, the organization's literature, and other secondary sources. *You should identify a relatively recent problem to analyze (i.e., this should not be an historical account of a problem and the company's solution). You should focus your analysis by applying the concepts from our course.*

While it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts. Your goal is to diagnose the mechanisms that are causing the problem or issue of concern in the organization. Initially, you may notice many symptoms (for instance, high turnover, seemingly low morale, low commitment, motivation etc.), but your task is to get to the underlying reason for these symptoms. And beware, sometimes the initial symptoms we think we see are not what they appear to be.

There are three broad goals for this assignment:

1. One goal of this assignment is to take the initiative to make a positive contribution to an organization.
2. Another major goal is to provide an opportunity for you to learn more about organizational behavior first hand and to use your critical thinking and reflection skills to link your experience with this organization to your learning in relation to organizational behavior theory.
3. The final goal is to provide a forum for you to hone your skills as a team member and leader and to reflect on the learning gained from this team experience. Each team will make a presentation to the class and write a paper that describes what you did for the organization, what you learned about organizational behavior, and what you learned about working on a team.

To meet these broad goals, your team should answer the following questions in the assignments detailed below.

- a) What are the issues or problems facing the organization?
- b) What course concepts can be applied to understand why this problem is occurring?
- c) What recommendations can you offer to help improve organizational functioning?

You will prepare a 15-20-page report and a deliver a coordinated, 20-minute presentation that you will upload to the LMS.

Note 1: At the end of the semester each group member will provide the instructor with a confidential evaluation of the other members of the group – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). Your individual grade on the team project will be based on your team grade, weighted by your peers' evaluations.

Note 2: You will all be required to evaluate the other team's presentations. The presenting group's grade will not be affected by the evaluation conducted by the other classmates; the evaluation is for feedback purposes only. Giving feedback will be a large part of your job after graduating. However, each individual will receive a grade for participation in the project evaluations. You are required to review at least 2 presentations and submit evaluations via the appropriate discussion thread.

4. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Ethics Reflection Paper – weightings to be used in conjunction with Standard Rubric for grading assignments activities (see #2).

Component	Description	Approximate Weighting
Thesis Statement	Provides a clear thesis statement. This statement should come very early in the paper, and should summarize the primary arguments of your paper.	10%
Explanation of Optimal Framework	Defines the ethical framework that the student believes is most optimal for governing their own behavior and	30%

	explains why it is optimal for them.	
Explanation of non-optimal frameworks	Defines the ethical frameworks not chosen as optimal and through comparative analysis explains why they are not optimal for them.	30%
Provision of Examples	Provides examples to support the claims in their arguments.	20%
Grammar and style	Paper is well written and clear. No grammatical or typographical errors. Writing style is academic and all sources are cited.	10%

2. Case Study (maximum 100 points)

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.

	<ul style="list-style-type: none"> • Doesn't maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a "B" paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a "C" paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn't follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn't the minimum requirement

3. Standard Rubric for: Group Project, Case Study, Reflection Papers (*maximum 100 points*)

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an "A" paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems

	<ul style="list-style-type: none"> • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement

4. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.

70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.
69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.

Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Ethical Reflection Paper	15 percent (max 100 points)
Organizational Behavior Case Study	15 percent (max 100 points)
Organizational Development Case Study	15 percent (max 100 points)
Organizational Leadership Team Project	45 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

Academic Integrity and Plagiarism Policy

Academic Dishonesty, which includes plagiarism, is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. A full statement and information may be found in Lehman College's student handbook at the following link: <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

Accommodating Disabilities

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The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718.960.8175 and the SLC at 718.960.7707.

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Purdue University's online APA-specific resources

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below links.

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

***EDL 830: Research I: Introduction to Research Methods
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data.

Sample Texts (Subset of following):

Texts

- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, California: SAGE Publications. ISBN 978-1452226101
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge. ISBN 978-0415583367
- Picardi, C.A. & Masick, K.D. (2014). *Research methods: Designing and conducting research with a real-world focus*. Thousand Oaks, California: SAGE Publications. 978-1452230337
- Pishro-Nik, H. (2014). *Probability, Statistics, and Random Processes*. Sunderland, MA: Kappa Research ISBN 978-0990637202

Reference Texts

- Johnson, A.P. (2003). *A short guide to academic writing*. Lanham, MD: University Press of America. ISBN 978-0761825037
- Rocco, T.S. & Hatcher, T. (Eds.) (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN 978-0470393352
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 1-433805618

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) Compare and contrast quantitative, qualitative and mixed methods research in education and other human service organizations that are used to inform an organization leader's decision-making capability
- 2) Interpret and visually represent descriptive (measures of frequency, central tendency, dispersion and position) and inferential (hypothesis testing, t-statistics, ANOVA and regression) statistics commonly used in research employed by education and other human service leaders
- 3) Apply basic concepts related to probability and uncertainty to quantify risk associated with proposed projects and the impact it can have on a leader's ability to deliver an organization's mission
- 4) Describe how data validity and reliability in the intellectual-cultural activity of qualitative research can be productive for the larger endeavor of academic research;
- 5) Interpret the results of quantitative, qualitative and mixed methods analyses to answer a research question

- 6) Explore issues around research ethics and consider the importance of ethics in conducting and interpreting research results
- 7) Draw upon quantitative and qualitative research studies to conduct a preliminary literature review around a research question

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

Instructional Methods Used in This Course:

Research methods

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:

1. Probability and Statistics

Interpret and visually represent descriptive and statistics commonly used in research employed by education, health, business, and other human service leaders is important for a professional to determine how to use the results of others analysis. Three data sets are presented for your analysis: attributes of 20 Florida cities, three-year student loan information (by state), and monthly absenteeism in schools recorded along three attributes (race, gender, household). Using Excel, calculate and interpret the descriptive and inferential statistics on these data sets according to the parameters below.

Florida Cities Data Set

- a) Find mean, median, mode, variance, and standard deviation for all 13 variables. Which variable has the largest variance? Can you provide an explanation for this?
- b) Generate the correlation matrix for this data set. What two variables are most highly positively correlated? Does this make sense to you? Is there a problem with this? If so, what? What two variables are most highly positively correlated? Does this make sense to you? Is there a problem with this? If so, what?
- c) Create a histogram that shows the number of golf courses, restaurants, and other recreation facilities for each city. What statement can you make about this?
- d) How would you test the statement that longer commutes lead to higher household income? Run the appropriate test(s). What do your findings tell you?

Three Year Student Loan Data Set

- a) Compute the three year averages and variances for the rank, % of students taking out loans and average loan amount. Which 3 states have the highest average student loan amounts? Which states have the highest variance? Conduct some research into state policy to find out what is driving this variance.
- b) Create a scatter plot of % of students taking out loans and average loan amount for each of the three years. What can you say about it? Conduct a correlation between % of students taking out loans and average loan amount for each of the three years. Was the correlation what you had expected? Why or why not?
- c) Find mean, median, mode, variance, and standard deviation for each state for each of the three variables for each of the three years. Answer the following questions:
 - a. Create a cumulative probability curve for loan amounts in 2016 (exclude North Dakota).
 - i. For 2016, 2017, 2018:
 1. Plot the cumulative probability curve?
 2. What percent of the states fall in the 25th percentile of student loan amount for 2016? 50th percentile? 75th percentile?

Student Absence Data Set

- a) Create a stacked bar chart by month for each of the three student profiles: race, gender, household composition. Write a short description of what each of these three charts shows you.
- b) Conduct an ANOVA for each of the three student profiles. Describe the statistics that the ANOVA generates and what statements you can make about each of these three student profiles.
- c) What are some of the ethical implications that are associated with these results?
- d) What bias might be built into the interpretation of this data? How can this be addressed?

2. Case Study I – Quantitative Critique

Select a quantitative peer-reviewed case study gain approval from course instructor. Answer the following questions:

- a) Is the hypothesis clearly stated? Why is it relevant to your area of interest?
- b) Provide a brief summary of the article, outlining the main points, results and discussion.
- c) Is the study procedure clearly outlined in the methods section?
- d) Are all tables and graphs clearly labeled in the results section?
- e) How do the researchers interpret the results of the study? Did the results support their hypothesis? Do the conclusions drawn by the researchers seem reasonable?
- f) Describe any problems you had with the authors premise, methods, or conclusions.
- g) Conclude with your agreement or disagreement with the author's conclusions

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

3. Literature Review

The purpose of a Literature Review is to summarize what you have learned from an immersion in the research literature related to your Problem Statement that will form the core of your dissertation. The written Literature Review is an organized narrative that conveys to the readers of your action research project the relevance of published research to your Problem Statement. In a 12-15-page paper, deliver the following elements in a literature review associated with your topic.

Introduction

- Define your topic and provide an appropriate context for reviewing the literature;
- Establish your reasons – i.e. point of view – for reviewing the literature;
- Explain the organization – i.e. sequence – of the review;
- State the scope of the review – i.e. what is included and what isn't included.

Main body

- Organize the literature according to common themes;
- Provide insight into the relationship between your chosen topic and the wider subject area
- Move from a general, wider view of the literature being reviewed to the specific focus of your research.

Conclusion

- Summarize the important aspects of the existing body of literature;
- Evaluate the current state of the literature reviewed;
- Identify significant flaws or gaps in existing knowledge;
- Outline areas for future study;
- Link your research to existing knowledge.

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

4. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:**1. Probability and Statistics (maximum 100 points)**

90-100 points	Equivalent to percent correct on problem set answer key
80-89 points	Equivalent to percent correct on problem set answer key
70-79 points	Equivalent to percent correct on problem set answer key
69 points or below	Equivalent to percent correct on problem set answer key

2. Case Study I – Quantitative Critique (maximum 100 points)

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization

	<p>in many areas</p> <ul style="list-style-type: none"> • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement

3. Literature Review

90-100 points	20 or more sources, majority of sources are from high quality journals; well organized, demonstrates logical sequencing and structure; detailed conclusions are reached from the evidence offered; research question(s) are formed through the literature review and clearly stated; APA formatting-citations and references
80-89 points	15 or less sources, majority of sources are from high quality journals; well organized, demonstrates logical sequencing and structure; conclusions are reached from the evidence offered; research question(s) are formed through the literature review and mostly clearly stated; APA formatting-citations and references
70-79 points	15 or less sources, minority of sources are from high quality journals; not well organized, demonstrates logical sequencing and structure; no firm conclusions are reached from the evidence offered; research question(s) are formed through the literature review and mostly clearly stated; APA formatting-citations and references inconsistent
69 points or below	10 or less sources, minority of sources are from high quality journals; not well organized, demonstrates logical sequencing and structure; no firm conclusions are reached from the evidence offered; research question(s) are formed through the literature review and mostly clearly stated; APA formatting-citations and references inconsistent

4. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
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Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Probability and Statistics	20 percent (max 100 points)
Case Study I – Quantitative Critique	15 percent (max 100 points)
Case Study II – Qualitative Critique	15 percent (max 100 points)
Case Study III – Mixed Methods Critique	15 percent (max 100 points)
Literature Review	30 percent (max 100 points)
Professionalism, Group Participation, Learning Log	05 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

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

***EDL 840: Research II: Introduction to Applied Research
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Emphasis on the distinction between the theories and methodologies associated with qualitative research methods, from interpretive to positivist and post-positivist, in public management and policy areas. Qualitative approaches of narrative inquiry, phenomenology, grounded theory, case studies, ethnography and action research will be explored. Topics include selected problems and issues associated with theory, design, implementation; reporting and publication of qualitative research in education, non-profit management, health, and other human service practices; and introduction to survey development and interview strategies.

Sample Texts (Subset of following):

Texts

- Miriam, S.B. (2016). *Qualitative research: a guide to design and implementation*. San Francisco, CA : John Wiley & Sons. 978-1119003618
- Savin-Baden, Maggi & Major, Claire Howell (2013). *Qualitative research: The essential guide to theory and practice*. Rutledge: New York City. ISBN: 978-0415674782
- Bazeley, Pat (2013). *Qualitative data analysis: Practical strategies*. Sage Publications: Thousand Oaks, CA. ISBN: 978-1849203036
- Bazeley, P. & Jackson, K. (2013). *Qualitative data analysis with NVivo* (2nd Ed.). Sage Publications: Thousand Oaks, CA. ISBN: 978-14462d56565

Reference Texts

- Denzin, N. & Lincoln Y. (Eds.) (2011). *The Sage handbook of qualitative research*. Sage Publications: Thousand Oaks, CA. ISBN 978-1412974172

Journal Articles

- Hyett N, Kenny A, Dickson-Swift V. (2014). Methodology or method? A critical review of qualitative case study reports, *Int J Qual Stud Health Well-being*. 2014;9:23606. Published 2014 May 7. doi:10.3402/qhw.v9.23606
- Crowe S, Cresswell K, Robertson A, Huby G, Avery A, Sheikh A. (2011). The case study approach, *BMC Med Res Methodol*. 2011;11:100. Published 2011 Jun 27. doi:10.1186/1471-2288-11-100
- Lock, I, & Seele, P. (2018). Gauging the rigor of qualitative case studies in comparative lobbying research. A framework and guideline for research and analysis, *J Public Affairs*. 2018; 18:e1832. <https://doi.org/10.1002/pa.1832>
- In addition to the required texts you are also asked to sign up for a free subscription to the online weekly newsletter "The Qualitative Report". It can be found at: <http://www.nova.edu/ssss/QR/index.html>

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) Distinguish the uniqueness and distinctiveness of qualitative research in public management and policy areas, particularly in contrast to interpretive, positivist and post-positivist research cultures
- 2) Deepen your understanding of the traditions of qualitative inquiry—ethnography, case study, narrative inquiry, phenomenology, grounded theory, action research – and appreciate their advantages and limitations for research in public service
- 3) Explore in greater depth issues related to subjectivity, role, access and ethics in qualitative research studies and their relationship to research design
- 4) Explain about issues of representation in qualitative research and the ways that qualitative research is written up and presented
- 5) Discuss competently selected problems and issues associated with the full qualitative research cycle (e.g., theory, literature review, design, implementation, reporting and publication of qualitative research) in public service, concentrating primarily on interview projects embedded within a given tradition
- 6) Demonstrate how to assure trustworthiness and validity into the qualitative research
- 7) Demonstrate skills in managing selected design, data collection, analysis and writing strategies of qualitative research, via exercises and through the use of software (NVivo or Atlas)

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

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 (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media

(Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom); coding software (NVivo, Atlas)

Sample Assignments:

1. Thought Papers

There will be modules focusing each of the traditions of qualitative inquiry - ethnography, case study, narrative inquiry, phenomenology, grounded theory, action research. After each module, student will write two-page thought papers (approximately 750 words each) of how they could use the method for a project in organizational leadership, development, and change. These will be due the week following the lecture on the topic. Doctoral standards with regard to application of qualitative method theory from the readings and content depth will be applied.

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

2. Interview, Observation, Coding Project

The project will entail a collection of qualitative data from in-depth interviews (or focus groups, naturalistic observation, or content analysis), transcription, coding and data analysis using a thematic approach on a topic approved by the instructor. This project should be aligned with your dissertation and, as such, should adhere to the required procedures for ethics review. You will conduct a thematic analysis that incorporates one of the five qualitative methods. There are four components to the project.

a) Pilots

- a. Conduct one preliminary 30-60 min interview related to their topic with a participant, transcribe the interview, and write a one-page summary report summarizing the experience and suggested modifications, especially with respect to the interview script.
- b. Conduct observation research on an observation session 30-60 min related to their topic with a participant and write a one-page summary report summarizing the experience and suggested modifications.
- c. Perform a content analysis (qualitative or quantitative) of archival textual material. Report on a preliminary subset of the coding and prepare a one-page summary report.

b) Summative

- a. Conduct 2 to 3 additional interviews (the total should add up to approximately 120 minutes of interviewing) or analyze audio/video of equivalent length (note, if selecting other data collection methods this needs to be approved by instructor) that is associated with your dissertation research question. The interviews or other material will then be transcribed and coded. You will write a 20-page (roughly 5,000 words) report describing your findings within the framework of one of the five qualitative methods.

3. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.

- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Thought Papers (*maximum 100 points*)

90-100 points	Exceeds expectations for all or some of thought paper criteria, meets expectations for some but not all major dissertation proposal criteria: clearly organized introduction, body, conclusion; addresses the prompt the topic; shows evidence of deep thought about the topic – draws upon stated theory to support argument; ideas are clearly connected and make sense; APA formatting-citations and references
80-89 points	Meets expectations for all major thought paper criteria: clearly organized introduction, body, conclusion; addresses the prompt the topic; shows evidence of deep thought about the topic – draws upon stated theory to support argument; ideas are clearly connected and make sense; APA formatting-citations and references
70-79 points	Meets expectations for some but not all major thought paper criteria, does not meet expectations for some but not all major thought paper criteria: clearly organized introduction, body, conclusion; addresses the prompt the topic; shows evidence of deep thought about the topic – draws upon stated theory to support argument; ideas are clearly connected and make sense; APA formatting-citations and references
69 points or below	Does not meet expectations for all major thought paper criteria: clearly organized introduction, body, conclusion; addresses the prompt the topic; shows evidence of deep thought about the topic – draws upon stated theory to support argument; ideas are clearly connected and make sense; APA formatting-citations and references

2. Interview, Observation, Coding Project (*maximum 100 points*)

90-100 points	Exceeds expectations for all or some of interview/observation/coding criteria, meets expectations for some but not all major of interview/observation/coding criteria: research process; type of qualitative
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	research; data collection technique; data sets; data analysis; reporting and writing; APA formatting-citations and references
80-89 points	Meets expectations for all major of interview/observation/coding criteria: : research process; type of qualitative research; data collection technique; data sets; data analysis; reporting and writing; APA formatting-citations and references
70-79 points	Meets expectations for some but not all major of interview/observation/coding criteria, does not meet expectations for some but not all major of interview/observation/coding criteria: : research process; type of qualitative research; data collection technique; data sets; data analysis; reporting and writing; APA formatting-citations and references
69 points or below	Does not meet expectations for all major of interview/observation/coding criteria: : research process; type of qualitative research; data collection technique; data sets; data analysis; reporting and writing; APA formatting-citations and references

3. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.
69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.

Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Thought Papers	30 percent (max 100 points)
Interview, Observation, Coding Project – Written Final	15 percent (max 100 points)
Interview, Observation, Coding Project – Written Final	35 percent (max 100 points)
Interview, Observation, Coding Project – Presentation	10 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

Academic Integrity and Plagiarism Policy

Academic Dishonesty, which includes plagiarism, is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. A full statement and information may be found in Lehman College's student handbook at the following link: <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

Accommodating Disabilities

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The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718.960.8175 and the SLC at 718.960.7707.

Lehman College Food Bank

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Food Bank. The Food Bank is located in The Student Life Building, room 120. Students should make an appointment online to pick up food at <https://lehmanfoodbank.setmore.com/>

Purdue University's online APA-specific resources

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below links.

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

***EDL 850: Research III: Practice-based, Service and Action Research
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change. Topics include carrying out a literature review that is in alignment with the proposed dissertation topic; beginning the collection analysis of exemplary data; and structuring a draft that will represent the first cycle of an action plan associated with dissertation work.

Sample Texts (Subset of following):

Texts

- Johnson, A.P., (2012). *A short guide to action research, 4th edition*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN 978-0132685863
- Schmuck, R. (2006). *Practical action research for change*. Arlington Heights, IL: Skylight. ISBN 978-1412938594

- Taylor, P. and J. Szteiter (2012). *Taking yourself seriously: Processes of research and engagement*. Arlington, MA: The Pumping Station. ISBN 978-0984921607
- Mertler, C.A., (2014). *Action research: Improving schools and empowering educators*. Thousand Oaks, CA: Sage. ISBN: 978-1452244426
- McNiff, J. (2002). *You and your action research project, 4th edition*. New York, NY: Routledge. ISBN 978-1138910058
- Gardinier, L. (2016). *Service-learning through community engagement: What community partners and members gain, lose, and learn from campus collaborations*. New York, NY: Springer Publishing Company LLC. ISBN 978-0826126238
- Eyler, J., & Giles, D. (1999). *Where's the learning in service-learning?*. San Francisco: Jossey-Bass. ISBN 978-0787944831

Reference Texts

- Machi, L.A. & McEvoy, B.T. (2016). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press. ISBN 978-1506336244
- Butin, D. (2010). *The education dissertation: A guide to practitioner scholars*. Thousand Oaks, CA: Corwin Press. ISBN 978-1412960441
- Johnson, A.P. (2003). *A short guide to academic writing*. Lanham, MD: University Press of America. ISBN 978-0761825037
- Rocco, T.S. & Hatcher, T. (Eds.) (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN 978-0470393352
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 978-1433805618

Journal Articles

- Bradbury-Huang, H. (2010). What is good action research?: Why the resurgent interest? *Action Research*, 8(1), 93–109. <https://doi.org/10.1177/1476750310362435>
- Meyer, J. (2000). Using qualitative methods in health related action research, *BMJ* 2000; 320 doi: <https://doi.org/10.1136/bmj.320.7228.178>

Other Resources

- Riel, M. (2014). *Understanding action research*, Center for Collaborative Action Research, Pepperdine University. Retrieved from <http://cadres.pepperdine.edu/ccar/define.html>.

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) Describe the interrelationship between different components of an action research project, specifically, topic/concern/problem, literature review, method, data collection, analysis, implementation, results, implications, and significance
- 2) Compare and contrast action research with other types of research
- 3) Discuss the ways participatory action research can be applied to educational and community-based projects within the context of policy, legal, political, and financing constraints
- 4) Explain various methods used to interpret action research data
- 5) Apply a set of tools and processes to promote participation and reflective practice that form the basis of practice-based, service and action research
- 6) Complete a project in an area of particular concern where a proof-of-concept participatory action research process is designed and carried out
- 7) Distinguish the methodologies and ethics applicable to action research in educational and community-based settings

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

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 (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:**1. Case Study Assignment**

Select an action research peer-reviewed case study that incorporates elements of policy, legal, political, and financing constraints and gain approval from course instructor. Answer the following questions:

- a) Is the hypothesis clearly stated? Why is it relevant to your area of interest?
- b) Provide a brief summary of the article, outlining the main points, results and discussion.
- c) Is the study procedure clearly outlined in the methods section?
- d) Are all tables and graphs clearly labeled in the results section?
- e) How do the researchers interpret the results of the study? Did the results support their hypothesis? Do the conclusions drawn by the researchers seem reasonable?
- f) Describe any problems you had with the authors premise, methods, or conclusions.
- g) Conclude with your agreement or disagreement with the author's conclusions

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

2. Practice-based, Service, and Action Research Project

This project assignment is staged with substantive formative feedback to assure successful and thorough understanding of the integrative methodology that brings together inquiry about self and context in conducting practice-based, service, and action research. You will be expected to explore research literature relevant to a specific question associated with your dissertation, develop a plan of action, implement this plan, evaluate the results, and report back the findings. Here are the steps that we will follow:

- a) *Refining your Research Question* – build upon the initial review of the literature related to the research question(s) you proposed—and received feedback on. This review will inform you as to what is already known about the problem/situation/topic you are interested in and whether it is a feasible study topic for your action research project.
- b) *Problem Identification/Rationale* – In a short paper (no more than two pages), clearly identify ONE problem to which the research review you conducted in Step 1 has led you. Explain why you consider the topic to be important and how you believe your specific research findings could contribute to the education profession.
- c) *Comprehensive Literature Review* – This portion of your paper (three to five pages) will comprise a wide representation of research from peer-reviewed studies related to your project. Your discussion should provide readers with an understanding of how your work relates to that of others in the field of education, including insights you've gained from readings in past courses
- d) *Plan of Action* - Based on the nature of your research question and the literature you have explored, you will fully develop a plan for conducting your project. In three to four pages, describe what you plan to do, how your plan incorporates the relevant literature, any anticipated difficulties, and methods for evaluating your plan's effectiveness.
- e) *Data Collection Summaries #1 and #2* – Implement your research project for a period of several weeks. Systematically collect data throughout, then compile two summaries—the first midway through data collection and the second at the conclusion of your data collection—discussing changes, concerns, or weaknesses you have observed.
- f) *Presentation and corresponding reflection* – You will present your action research project informally in class, then formally in a presentation. Additionally, you will write a one-page reflection on how the entire presentation process went, what worked, and what the challenges were.
- g) *Final Paper*: Your final paper (15-20 pages) should be a first draft of your Article 1 and is a refined compilation of your previous work. Specifically, the paper should include:
 - a. Problem Identification/Rationale
 - b. Comprehensive Literature Review
 - c. Plan of Action
 - d. Methods and Data Analysis
 - e. Data Collection Summary #1
 - f. Data Collection Summary #2
 - g. Conclusions and Discussion

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

3. Professionalism, Group Participation, Learning Log Grade

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Case Study

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized

	<p>manner with very minor organization problems</p> <ul style="list-style-type: none"> • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement

2. Practice-based, Service, and Action Research Project

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources
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	<ul style="list-style-type: none"> • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
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3. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and
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	online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.
69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.

Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Case Study	15 percent (max 100 points)
Practice-based, Service, and Action Research Project	75 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

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

***EDL 860: Leveraging Human and Financial Resources for Social Impact
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Prepares leaders how to manage an organization's human and financial resources and to measure their organization's social impact within the community. Topics include identifying the challenges of running a non-profit organization, categorizing available funding sources, exploring the financial systems used by organizations to ensure sustainability, monetizing the effect of leveraging the organization's human capital, quantifying risk and developing a quadruple bottom line for an exemplary project. Technologies commonly used in the private and public sector to develop and present a business plan that explicitly reflects the risk and uncertainty associated with a proposed project also will be addressed.

Sample Texts (Subset of following):

Texts

- MacMillan, I. C., & Thompson, J. D. (2013). *The social entrepreneur's playbook, expanded edition: Pressure test, plan, launch and scale your social enterprise*. New York: Wharton Digital Press. ISBN:978-1613630327
- Egger, R. & Yoon, H. (2004). *Begging for change: The dollars and sense of making nonprofits responsive, efficient, and rewarding for all*. New York, NY: HarperCollins Publishers. ISBN 978-0060541717
- Mathis, R.L (20). *Human resources management, 13th edition*, Mason, OH: South-Western Cengage Learning. ISBN 978-0538453158
- Revsine, L., Collins, D. et al. (2015). *Financial reporting and analysis*. New York, NY: McGraw Hill. ISBN 978-0078025679
- Subramanyam, K.R.. (2014). *Financial statement analysis*. New York, NY: McGraw Hill. ISBN 978-0078110962
- Rajan, R.S. & Tomal, D.R. (2015). *Grant writing: Practical strategies for scholars and professionals (The Concordia University leadership series)*, Lanham, MD: Rowman & Littlefield. ISBN 978-1475814415

Journal Articles/Book Chapters

- Christensen, C., Baumann, H. et al. (2007). Disruptive innovation for social change, *Harvard Business Review*. 84. 94-101, 163.
- Conway, Clifford. (2008). Business planning training for social enterprise. *Social Enterprise Journal*. 4. <https://doi.org/10.1108/17508610810877731>.
- Isil, O., and Hernke, M. T. (2017) The Triple Bottom Line: A Critical Review from a Transdisciplinary Perspective. *Business Strategy and the Environment*, 26: 1235– 1251. doi: 10.1002/bse.1982.
- Alhaddi, H. (2015). Triple Bottom Line and Sustainability: A Literature Review, *Business and Management Studies*, 1(2), 6-10. doi:<http://dx.doi.org/10.11114/bms.v1i2.752>

Other Resources

- Mankins, M.J & Garton, E. (2017). *Time, talent, energy: Overcome organizational drag and unleash your teams productive power*. Boston, MA: Harvard Business Review Press.
- Marquardt, M.J. (2011). *Building the learning organization, 3rd edition*. Boston, MA: Nicholas Brealey Publishing.
- Ingram, R. (2009). Ten Basic Responsibilities of Non-Profit Boards.
- Deazeley.B (2008) What Role Should the Board of Directors Play in Strategic Planning?

- Robert Pierpoint (2012). Capital Campaigns for NonProfit Organizations. <https://info.4imprint.com/wp-content/uploads/1P-15-0712-July-Blueprint-Capital-Campaign.pdf>

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) Define the characteristics and implications of social entrepreneurial and the ways these contribute to developing innovative social enterprises
- 2) Analyze the decision-making process within an organization and the conflicts inherent in resource allocation
- 3) Identify strategies for identifying grant-funding opportunities and launching successful fundraising/capital campaigns
- 4) Describe the role of boards and create a plan for cultivating these relationships
- 5) Use quantitative tools to make and explain how human resource decisions support business strategy
- 6) Explain key elements of financial statements, budgets, reporting requirements and internal control systems
- 7) Apply quantitative tools to evaluate risk in the implementation of the triple bottom line

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

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 (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:**1. Case Study**

Select an open records request for proposal (RFP) for a grant opportunity and thoroughly read the grant proposal to understand what the grantor needs. Choose one of the finalists and critique their proposal in accordance with the major elements that would appear in a grant response, namely:

- a) Title Page and Cover Letter
- b) Introduction/Abstract/Summary
- c) Institutional Background
- d) Problem Statement/Needs Assessment
- e) Program Goals and Objectives (Outcomes)
- f) Methods/Implementation Plan
- g) Evaluation Plan
- h) Future Funding/Sustainability
- i) Budget
- j) Other Components (e.g., letters of support, personnel resumes, proof of 501(c)3 status, etc.)

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

2. Human Resources, Organizational Leadership, and Financial Analysis

Select a non-profit organization wherein you can secure a confidential conversation with senior leadership (you may have to provide them a non-disclosure agreement) and gain approval from course instructor. Arrange to set up an interview and review their publically available reporting documents and complete the following assessment to determine the financial, organizational, and leadership health of the non-profit you have selected.

- 1) Mission
 - a. What is the organization's mission?
 - b. Is the mission consistent with the stakeholder's values?
 - c. How does that translate into goals and objectives?
 - d. What is the business model/strategy?
 - e. What are present obstacles to fulfilling the mission?
- 2) Service Delivery
 - a. What is the demand for these services?
 - b. What type, volume and quality of services are delivered?
 - c. Are these services compatible with mission?
 - d. Are they meeting goals and objectives (are \$ spent on right stewardship things)?
 - e. What are present obstacles in service delivery?
- 3) Organizational Management
 - a. What is the experience and expertise of management?
 - b. What is the quality of internal support systems?
 - c. What is the administrative efficiency?
 - d. What is the appropriateness of compensation?
- 4) Organizational Funding
 - a. What cash funds are available?
 - b. What non-cash contributions (goods, services volunteers) are used and available?

- c. How financial supportive are board and community?
 - d. How financial supportive are commercial activities?
 - e. Is there continuity of support and diversity of income streams?
 - f. How compatible is the funding with the mission?
 - g. How efficient is fundraising and development?
 - h. What are present obstacles in funding and support?
- 5) Financial Health
- a. What is the cash flow position?
 - b. How financially stable is the organization?
 - c. Does it have accumulated wealth to sustain it if funding is reduced?
- 6) Financial Management
- a. What is the quality of internal control system?
 - b. How prudent is the cash and investment management?
 - c. Are non-financial assets prudently managed?

3. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Case Study

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner
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	<ul style="list-style-type: none"> • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement

2. Human Resources, Organizational Leadership, and Financial Analysis (*maximum 100 points*)

90-100 points	Exceeds expectations for all or some of financial, organizational leadership, and human resources aspects of business, meets expectations for some but not all major financial, organizational leadership, and human resources aspects of business: mission; service delivery; organizational management; organizational funding; financial health; financial management; APA formatting-citations and references
80-89 points	Meets expectations for all major financial, organizational leadership, and human resources aspects of business: mission; service delivery; organizational management; organizational funding; financial health; financial management; APA formatting-citations and references
70-79 points	Meets expectations for some but not all major financial, organizational leadership, and human resources aspects of business, does not meet expectations for some but not all major financial, organizational leadership, and human resources aspects of business: mission; service delivery; organizational management; organizational funding; financial health; financial management; APA formatting-citations and references
69 points or below	Does not meet expectations for all major financial, organizational leadership, and human resources aspects of business: mission; service delivery; organizational management; organizational funding; financial health; financial management; APA formatting-citations and references

3. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with

	colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.
69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.

Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Case Study 1 – Grant Writing	15 percent (max 100 points)
Case Study 2 – Human Resource Management	15 percent (max 100 points)
Case Study 3 - Triple Bottom Line	15 percent (max 100 points)
Human Resources, Organizational Leadership, and Financial Analysis	45 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

Academic Integrity and Plagiarism Policy

Academic Dishonesty, which includes plagiarism, is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. A full statement and information may be found in Lehman College's student handbook at the following link: <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718.960.8441.

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718.960.8175 and the SLC at 718.960.7707.

Lehman College Food Bank

Any student who has difficulty affording groceries or accessing sufficient food every day, and believes this may affect their academic performance, is urged to utilize the Herbert H. Lehman Food Bank. The Food Bank is located in The Student Life Building, room 120. Students should make an appointment online to pick up food at <https://lehmanfoodbank.setmore.com/>

Purdue University's online APA-specific resources

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below links.

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

***EDL 870: Teaching and Learning
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Examination of human learning, cognitive organization and learning processes, tracing the progress in learning theory and cognitive models. Introduction of frameworks to design learning environments and instruction for a multicultural audience; and discussion of effective application to achieve personal and organizational goals, using what they learn in appropriate new contexts. Major theories of andragogy and their implications for the instructional process; the role of information

technologies for teaching and learning in the 21st century; the double loop learning; and learning from failure in an organization are discussed.

Sample Texts (Subset of following):

Texts

- Brookfield, S. (2006). *The Skillful teacher: On technique, trust, and responsiveness in the classroom, 3rd edition*. San Francisco: Wiley/Jossey-Bass. ISBN 978-1118450291
- Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*, San Francisco: Wiley/Jossey-Bass. ISBN 978-1118124253
- O'Connor, B. Bronner, M. & Delaney, C. (2007) Learning at work: How to support individual and organizational learning, Amherst MA: HRD Press. ISBN 978-1599960562
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (78h ed.). Oxford, UK: Routledge. ISBN 978-0415739016
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass. ISBN 978-0470484104
- Brookfield, S. D., & Holst, J. D. (2010). *Radicalizing learning: Adult education for a just world*. San Francisco: Jossey-Bass. ISBN 978-0787998257

Journal Articles/Book Chapters

- Loyens, S.M.M., Magda, J. & Rikers, R.M.J.P. (2008). Self-directed learning in problem-based learning and its relationships with self-regulated learning, *Educational Psychology Review*, 20:4, 411-427, <https://doi.org/10.1007/s10648-008-9082-7>
- Albors, J., Ramos, J.C., Hervas, J.L (2008). New learning network paradigms: Communities of objectives, crowdsourcing, wikis and open source, *International Journal of Information Management*, 28:3, 194-200, <https://doi.org/10.1016/j.ijinfomgt.2007.09.006>.
- Sutherland, W., Hossein Jarrahi M. (2018). The sharing economy and digital platforms: A review and research agenda, *International Journal of Information Management*, 43, 328-341, <https://doi.org/10.1016/j.ijinfomgt.2018.07.004>
- Anderson, A., Johnston, B., & McDonald, A. (2014). Patterns of learning in a sample of adult returners to higher education. *Journal of Further & Higher Education*, 38(4), 536-552.

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) Describe theories of learning and instruction, from the perspective of behavioral research and cognitive research, and theories of motivation and personality
- 2) Critically evaluate the differences between pedagogy and andragogy, explaining the interactions of students, teachers and materials in a classroom and the implications of these interactions for learning environments
- 3) Describe contemporary learners along a continuum of characteristics, including socioeconomic status, ethnicity, gender, ability and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future
- 4) Explain the design and role of assessments in teaching and learning
- 5) Examine motivation and its implications for learning and classroom practices environments
- 6) Demonstrate an understanding of life-long learning and the role of experience in life-long learning
- 7) Explain ways technology has enriched the teaching-learning interaction, noting the difference in instructional strategies recommended for use with adult learners versus millennial and younger generations
- 8) Evaluate strategies for facilitating professional learning and professional development, using the six principles of adult learning theory

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

Instructional Methods Used in This Course:

Introductory research methods

Case Studies

Reflection through class discussion, critical readings and writing

Collaborative and cooperative learning; group projects

Presentations

Use of technology (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:**1. Theoretical underpinnings of teaching and learning**

Understanding the theoretical underpinnings of teaching and learning (in an academic setting), and training (in a business setting) establishes a basis for developing the skills that will support growth and success of human capital. In a 5-10-page paper, describe the following fundamental elements of teaching, learning, and training and how they can be employed to develop human capital.

- a) Part 1 (7-8 pages) – Underlying theory
 - a. What are the pedagogical theories that can be employed in your organization? Differentiate between the theories of pedagogy and andragogy. Which of these theories can be employed in your organization?
 - b. Interpret the behavioral theories of learning.

- c. Interpret the cognitive theories of learning, including metacognition.
 - d. Identify the contributions of Maslow and Bloom to learning theory. What are their strengths? What are their weaknesses?
 - e. Describe the Perry Schema of college student development.
 - f. Explain the Adaptive Control of Thought model.
 - g. Synthesize the learning styles and multiple intelligences research.
- b) Part 2 (2-3 pages) – Select an organization with which you are familiar. Address how you can develop human capital in this organization by applying these theories.

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

2. Conducting a training needs assessment

An organizational leader needs to be able to understand where an organization can best add value through the development of human capital. Select an organization that you know and that you can gain access to a senior leader (you may have to provide them a non-disclosure agreement) and gain approval from course instructor. Conduct a training needs assessment and a corresponding project plan, being sure to include the following steps. Be sure to bring in the theoretical constructs that are covered in the course.

- a) Determine the desired business outcomes.
- b) Link desired business outcomes with employee behavior.
- c) Identify trainable competencies.
- d) Evaluate competencies currently in the organization.
- e) Determine performance gaps.
- f) Prioritize training needs.
- g) Create a project plan, with a corresponding risk analysis, to conduct the training, including milestones and deliverables.
- h) Set up the metrics that will be used to conduct a cost-benefit analysis upon completion.

3. Professionalism, Group Participation, Learning Log

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.

- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Theoretical underpinnings of teaching and learning

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement

69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement
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2. Conducting a training needs assessment (*maximum 100 points*)

90-100 points	Exceeds expectations for all or some of training needs assessment components, meets expectations for some but not all major training needs assessment components: ID of desired business outcomes; relationship between desired business outcomes an employee behavior; ID of trainable competencies; evaluation of competencies currently in the organization; determination of performance gaps; prioritization of training needs; creation of a project plan, with a corresponding risk analysis, to conduct the training, including milestones and deliverables; metrics that will be used to conduct a cost-benefit analysis upon completion; APA formatting-citations and references
80-89 points	Meets expectations for all major training needs assessment components: ID of desired business outcomes; relationship between desired business outcomes an employee behavior; ID of trainable competencies; evaluation of competencies currently in the organization; determination of performance gaps; prioritization of training needs; creation of a project plan, with a corresponding risk analysis, to conduct the training, including milestones and deliverables; metrics that will be used to conduct a cost-benefit analysis upon completion; APA formatting-citations and references
70-79 points	Meets expectations for some but not all major training needs assessment components, does not meet expectations for some but not all training needs assessment components: ID of desired business outcomes; relationship between desired business outcomes an employee behavior; ID of trainable competencies; evaluation of competencies currently in the organization; determination of performance gaps; prioritization of training needs; creation of a project plan, with a corresponding risk analysis, to conduct the training, including milestones and deliverables; metrics that will be used to conduct a cost-benefit analysis upon completion; APA formatting-citations and references
69 points or below	Does not meet expectations for all major training needs assessment

	<p>components: ID of desired business outcomes; relationship between desired business outcomes an employee behavior; ID of trainable competencies; evaluation of competencies currently in the organization; determination of performance gaps; prioritization of training needs; creation of a project plan, with a corresponding risk analysis, to conduct the training, including milestones and deliverables; metrics that will be used to conduct a cost-benefit analysis upon completion; APA formatting-citations and references</p>
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3. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

<p>90-100 points</p>	<p>Substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.</p>
<p>80-89 points</p>	<p>Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.</p>
<p>70-79 points</p>	<p>Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.</p>
<p>69 points or below</p>	<p>Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.</p>

Course Assessment: *breakdown of how each assignment is weighted – equaling 100%*

Theoretical underpinnings of teaching and learning	40 percent (max 100 points)
Conducting a training needs assessment	40 percent (max 100 points)
Professionalism, Group Participation, Learning Log	20 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

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Accommodating Disabilities

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The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

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Purdue University's online APA-specific resources

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

***EDL 880: Systems Thinking Through a Social Justice Lens
(3 hrs., 3 crs.)***

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

Instructor:

E-mail:

Office Phone:

Office Location:

Mailbox Location:

Office Hours: Hours determined based on the day of class and also by appointment.

Course Description:

Analysis of a rigorous set of systems-thinking structures for designing a practical path to improve organizational performance in an environment characterized by diverse stakeholders. Presentation of concepts and tools to address effectively situations that cross multiple discipline and skills boundaries, enabling students to manage complexity by taking a broader perspective in describing the interconnectivity between people, events and ideas. Design principles to create intelligent, adaptive organizations; to leverage the benefits of digital transformation; to create an innovative culture; and to motivate all members on achieving the organization's vision will be discussed.

Sample Texts (Subset of following):

Texts

- Stroh, P.D. (2015). *Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting result*, White River Junction, VT: Chelsea Green Publishing. ISBN 978-1603585811
- Meadows, H. (2008). *Thinking in systems: A primer*, White River Junction, VT: Chelsea Green Publishing. ISBN 978-1603580447
- Walzer, N. & Weaver, L. Eds. (2018). *Using Collective Impact to Bring Community Change (Community Development Research and Practice Series)*. West Lafayette, IN: Purdue University.
- Rutherford, A. (2019). *Learn to think in systems: Use system archetypes to understand, manage, and fix complex problems and make smarter decisions*, Independent Publisher.

Journal Articles/Book Chapters

- Carey G, Malbon E, Carey N, et al, (2015). Systems science and systems thinking for public health: a systematic review of the field, *BMJOpen*, 2015;5:e009002. doi: 10.1136/bmjopen-2015-009002

- Walton, M. (2014). Applying complexity theory: A review to inform evaluation design, *Evaluation and Program Planning*, 45, pp 119-126, <https://doi.org/10.1016/j.evalprogplan.2014.04.002>.
- Cundill, G., Cumming, G. S., Biggs, D. and Fabricus, C. (2012), Soft Systems Thinking and Social Learning for Adaptive Management, *Conservation Biology*, 26: 13-20. doi:10.1111/j.1523-1739.2011.01755.x
- Raymond Caldwell (2012) Systems thinking, organizational change and agency: A Practice Theory critique of Senge's learning organization, *Journal of Change Management*, 12:2, 145-164, <https://doi.org/10.1080/14697017.2011.647923>
- David F. Andersen, John M. Bryson, George P. Richardson, Fran Ackermann, Colin Eden & Charles B. Finn (2006). Integrating modes of systems thinking into strategic planning education and practice: The Thinking Persons' Institute Approach, *Journal of Public Affairs Education*, 12:3, 265-293, <https://doi.org/10.1080/15236803.2006.12001436>
- Betts, F. (1992). How Systems Thinking Applies to Education, *Educational Leadership*, 50:3, p38-41, <https://eric.ed.gov/?id=EJ454328>
- Matusik, J. G., Hollenbeck, J. R., Matta, F. K., & Oh, J. K. (2019). Dynamic systems theory and dual change score models: Seeing teams through the lens of developmental psychology. *Academy of Management Journal*, 62(6), 1760–1788. <https://doi-org.lehman.ezproxy.cuny.edu/10.5465/amj.2017.1358>
- Charoensap, A., Virakul, B., Senasu, K. and Ayman, R. (2019), Effect of ethical leadership and interactional justice on employee work attitudes. *Journal of Leadership Studies*, 12: 7-26. doi:10.1002/jls.21574

Other Resources

- Tools for Systems Thinkers - <https://medium.com/disruptive-design/tools-for-systems-thinkers-systems-mapping-2db5cf30ab3a>

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) Describe the history, research and perspectives into systems thinking, complexity and resilience
- 2) Understand the philosophical weaknesses of linear, reductionist, cause-and effect thinking and the shortcomings of using one, or more, of these approaches for problem solving in a complex society

- 3) Understand and document system thinking objectives
- 4) Establish a basic understanding of systems thinking terminology, theories, processes, methods, language and tools
- 5) Evaluate when it is appropriate to apply thinking methods/reductionist methods (e.g., data collection, scientific method, etc.) as opposed to applying systems thinking methods (e.g., Systems Engineering, Breakthrough Thinking/Smart Questions, etc.)
- 6) Describe and model solutions that will enable system thinking (e.g., mind maps, feedback and causal loops, behavior over time diagrams, etc.)
- 7) Apply systems thinking to embed social justice considerations in decision-making for education and other human service organizations

Course Requirements:

- All assignments must be typed, and **no late assignments will be accepted.**
- APA format (from most recent handbook) must be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- You must post bi-weekly entries to your personal reflective learning journal

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 (LMS; internet searches; office productivity tools (Either MS or Google Spreadsheet, Word Processor, Presentation), citation software (Endnote, other), social media (Twitter, LinkedIn, Slack), storage (Dropbox, Google Drive); video conferencing (Skype, Zoom)

Sample Assignments:

1. Visualizing Systems

At its core, systems thinking attempts to better align the way we think with how the real world works. As such, our thinking is based on our mental models. The best way to start thinking about systems is to begin from a self-reflective perspective. Once we understand simple systems, it is easier to make sense of more complex systems.

- a) Identify an example of a system that you find meaningful/interesting. Make a simple drawing of the system. Upload this.
 - a. What makes this a system?
 - b. How does this system “see” the world (if applicable)?
 - c. How could this system (or its underlying ideas) help you address a current problem you are facing?
- b) Taking images from magazines, the internet, Pinterest, or anything else you’d like to use, develop a collage that gives us an idea of how you see the world. Take a picture of your collage and write a 750-word narrative describing your point of view. Be sure to address:
 - a. What makes it a system?
 - b. What are the elements of the system?
 - c. How do the elements interact? Which elements interact “strongly?” Which elements interact “weakly?”

2. Case Study

Select a peer-reviewed case study that addresses the roll out of a government policy that implements – or attempts to implement – a project that incorporates the major tenets of social justice and gain approval from course instructor. Address the following aspects of system thinking:

- a) Describe the system, the “big picture” using tools covered in the course (e.g., concept map)
- b) Describe how it changes over time
- c) Identify the interdependencies – note whether they are strong or weak
- d) Describe the consequences
- e) Provide a detailed description of the system as a cause
- f) Identify the leverage actions

Be sure you employ an academic writing style and use APA formatting and style in the delivery of your paper.

3. Policy as a System Team Project

Public policies, by definition, are the principles, often unwritten, on which social laws are based. Organizations are either subject to policies or can influence policies. As an organizational leader you are responsible for assuring that your organization can deliver on its mission. Sometimes that means adhering to existing government policies, influencing changes to existing policies, or lobbying to create new policies.

The purpose of the project is to give your team an opportunity to apply what has been learned in the course (through course lectures, readings, and discussions) to an existing government policy. of your team's choice. Class members will work in teams of four people. Your team should identify a public policy to study. You can choose public policy where your team members work or have interests.

While it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts. Your goal is to diagnose the mechanisms that are causing the problem or issue of concern in the organization. Use the following steps to organize your paper:

- a) Identify a well-publicized State or Federal Government policy
- b) Research its background, context and content
 - a. Use some of the “Tools for Systems Thinkers” to sketch out the system to which the policy applies
- c) Undertake a critical analysis of the policy from a systems perspective
- d) Recommend improvements or alternatives to the policy, also from a systems perspective.

You will prepare a 15-20-page report and a deliver a coordinated, 20-minute presentation that you will upload to the LMS.

Note 1: At the end of the semester each group member will provide the instructor with a confidential evaluation of the other members of the group – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). Your individual grade on the team project will be based on your team grade, weighted by your peers’ evaluations.

Note 2: You will all be required to evaluate the other team's presentations. The presenting group's grade will not be affected by the evaluation conducted by the other classmates; the evaluation is for feedback purposes only. Giving feedback will be a large part of your job after graduating. However, each individual will receive a grade for participation in the project evaluations. You are required to review at least 2 presentations and submit evaluations via the appropriate discussion thread.

4. Professionalism, Group Participation, Learning Log Grade

- You will be developing and/or strengthening particular habits to positively influence your leadership skills.
- You are expected to login at least 5 days per week. For all weeks requiring online participation, you are to make at least 1 substantive initial post in the first half of the week and 2 substantive response posts to colleagues in the second half of the week.
- You are to complete readings prior to the when the readings will be addressed in the online classroom or required for assignments. If there is an extraordinary situation, and you are unable to complete the readings before they are discussed, please notify me prior to the start of the online class week. Since this is a doctoral-level class, failure to meet posting requirements in more than two weeks will result in a failing grade for the class.
- You are expected to fully participate in discussion boards and other online activities, as well as group work.
- Everyone has an opinion/idea to share; therefore, active participation and involvement are extremely important. Each class member brings unique experiences and beliefs into the classroom and such variety ultimately leads to diverse and interesting discussions.
- Lastly, you are expected to extend courtesy to your peers and to me. I expect you to post professionally and exhibit professionalism in all interactions with myself and your learning colleagues.

Sample Rubric:

1. Visualizing Systems (*maximum 100 points*)

90-100 points	Exceeds expectations for all elements of assignment, meets expectations for some but not all major elements of assignment: definition of system; clear visual and audio representation of system; identification of complete set of elements that define the system; relationship of elements to each other; APA formatting-citations and references
80-89 points	Meets expectations for all major elements of assignment: definition of system; clear visual and audio representation of system; identification of complete set of elements that define the system; relationship of elements to each other; APA formatting-citations and references
70-79 points	Meets expectations for some but not all major elements of assignment, does not meet expectations for some but not all major elements of assignment: definition of system; clear visual and audio representation of system; identification of complete set of elements that define the system; relationship of elements to each other; APA formatting-citations and

	references
69 points or below	Does not meet expectations for all major elements of assignment: definition of system; clear visual and audio representation of system; identification of complete set of elements that define the system; relationship of elements to each other; APA formatting-citations and references

2. Case Study

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
80-89 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper • Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Mostly maintains focus/avoids being sidetracked by tangents • Presents most information clearly and concisely and in an organized manner with very minor organization problems • May contain a few distracting grammar/spelling/etc. problems • Follows APA formatting guidelines almost exact • Provides a minimum of 4 peer-reviewed sources and incorporates other source(s) • Length of paper meets the minimum requirement
70-79 points	<ul style="list-style-type: none"> • Addresses the topics, but not as well or thorough as a “B” paper. • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines

	<ul style="list-style-type: none"> • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
69 points or below	<ul style="list-style-type: none"> • Does not directly address the topics • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence. • Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper) • Information is not clearly or concisely presented and in lacks overall organization • Contain many distracting grammar/spelling/etc. problems • Doesn’t follow APA formatting guidelines • Provides a minimum of 3 peer-reviewed sources • Length of paper doesn’t the minimum requirement

3. Policy as a System (*maximum 100 points*)

90-100 points	<ul style="list-style-type: none"> • Writes a well thought-out paper that fully addresses the required topics • Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Maintains focus/avoids being sidetracked by tangents • Presents all information clearly and concisely and in an organized manner • Avoids distracting grammar/spelling/etc. problems • Follows APA formatting guidelines exactly • Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources • Length of paper meets the requirement
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	<ul style="list-style-type: none"> • Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence. • Doesn't maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a "B" paper) • Presents little information clearly or concisely and in lacks organization in many areas • May contain several distracting grammar/spelling/etc. problems • Somewhat tries to follow APA formatting guidelines • Provides a minimum of 4 peer-reviewed sources • Length of paper almost meets the minimum requirement
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4. Professionalism, Group Participation, Learning Log Grade (*maximum 100 points*)

90-100 points	substantive online participation with initial and response posts in all required online participation weeks; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
80-89 points	Substantive online participation with initial and response posts missing in no more than one missed week in those weeks requiring online participation; active participation in group work and online activities; appropriate professionalism in all facets of interaction with colleagues and instructor; submission of all bi-weekly reflective learning journal on time and fully completed according to the requirements/instructions.
70-79 points	Substantive online participation with initial and response posts missing in no more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a majority of online learning weeks; professionalism in interaction with colleagues and instructor needs improvement; late submission of bi-weekly reflective learning journal.

69 points or below	Substantive online participation with initial and response posts missing in more than two missed weeks in those weeks requiring online participation; active participation in group work and online activities in a minority of online learning weeks professionalism in interaction with colleagues and instructor needs improvement; ; late submission of bi-weekly reflective learning journal.
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Course Assessment: breakdown of how each assignment is weighted – equaling 100%

Visualizing Systems	10 percent (max 100 points)
Case Study 1	15 percent (max 100 points)
Case Study 2	15 percent (max 100 points)
Policy as a System Team Project	50 percent (max 100 points)
Professionalism, Group Participation, Learning Log	10 percent (max 100 points)

Grading Scale:

Letter Grade	Grade Percentages
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
F	73.9% and below

****A grade of SP (Satisfactory Progress) also can be issued for certain fieldwork, thesis or research courses requiring more than one semester for completion. If assigned a grade of SP, the student will be given a due date for completing all work and/or hours.**

Academic Integrity and Plagiarism Policy

Academic Dishonesty, which includes plagiarism, is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. A full statement and information may be found in Lehman College's student handbook at the following link: <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

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APPENDIX C



**Proposed EdD in Organizational Leadership, Development, and Change
STUDENT SURVEY**

Lehman College is considering the development of a professional Doctorate in Education (EdD) in Organizational Leadership, Development, and Change. We would like your input and would appreciate if you could complete the following questionnaire.

Background

- *An EdD, as compared with a PhD, focuses on the application of educational research theory that practitioners can apply in a job or professional setting, whereas a PhD is focused more toward developing new research theories in the pursuit of scholarly activities only.*
- *This degree will address wide range of factors, in depth, that impact K-12, higher education, and non-traditional institutions that serve their communities (e.g., public service organizations, not-for-profits, community-based, governmental agencies, and healthcare agencies and hospital systems). These topics include: developing organizations and fostering change to better serve communities; the need for ongoing innovation; increasing diversity and globalization; the impact of technology in educational institutions and the workplace; the role of entrepreneurship; and the need for increased flexibility that is required to keep up in an environment characterized by a rapid pace of change.*

1. Have you considered an educational doctoral degree beyond your current Masters? No Yes Unsure

If No or Unsure

2a. Why have you not considered an EdD further? Please check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> I have enough degrees to support my career | <input type="checkbox"/> I would rather get a PhD |
| <input type="checkbox"/> The monetary cost is not worth it | <input type="checkbox"/> I would rather get a degree from another field (e.g. MBA) |
| <input type="checkbox"/> The time cost is not worth it | <input type="checkbox"/> Other _____ |

If NO, Please Go To Comments at Bottom Now

If Yes or Unsure

2b. Why have you considered further? Please check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> I need it to advance in my career | <input type="checkbox"/> It is worth it if it is 3 years or less |
| <input type="checkbox"/> I need it to change my career | <input type="checkbox"/> It is worth it if it is 4 years or less |
| <input type="checkbox"/> I think it is a good return on money investment | <input type="checkbox"/> It is worth it if it is 5 years or less |
| <input type="checkbox"/> I want to learn more about research and how to apply it | <input type="checkbox"/> It is worth it if it is 6 years or less |
| <input type="checkbox"/> Other _____ | |

3. If you were to pursue an EdD, when would you consider beginning a program? Please select only one choice.

- | | | | |
|---|--|---|---------------------------------|
| <input type="checkbox"/> Within 1-2 years | <input type="checkbox"/> Between 3 and 5 years | <input type="checkbox"/> Greater than 5 years | <input type="checkbox"/> Unsure |
|---|--|---|---------------------------------|

4. What modality would you pursue such a program? Rank 1= most preferred, 3=least preferred.

- | | | |
|------------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> On ground | <input type="checkbox"/> Online | <input type="checkbox"/> Hybrid |
|------------------------------------|---------------------------------|---------------------------------|

4. What is your preferred time commitment to complete such a program? Please select only one choice.

- | | | |
|------------------------------------|------------------------------------|--|
| <input type="checkbox"/> Full Time | <input type="checkbox"/> Part Time | <input type="checkbox"/> No Preference |
|------------------------------------|------------------------------------|--|

5. The average cost of an EdD for similar programs surveyed is approximately \$52,000. What is the maximum you would consider paying for such a degree? Please select only one choice.

- \$40,000 \$45,000 \$50,000 \$52,000 \$55,000 \$60,000

6. Does your employer provide tuition reimbursement? Yes No

Comments:

STUDENT SURVEY RESULTS

A Survey of **289** students in educational leadership, organizational leadership, business and health was conducted in fall 2019.

	Number	Percentage
Q1 Have you considered an educational doctoral degree beyond your current Masters?		
Yes	161	56%
No	107	37%
Unsure	21	7%
	289	100%
Q2 Why have you NOT considered an EdD further?		
Have enough degrees to support career	25	15%
Rather Get PhD	26	16%
Prefer a degree from another field (e.g., MBA)	12	7%
Monetary cost not worth it	44	27%
Time and cost not worth it	55	34%
	162	100%
Q3 Why have you considered an EdD further?		
Need it to advance in my career	60	20%
Need it to change my career	18	6%
Think it is a good return on money investments	43	14%
Want to learn more about research and apply it	85	28%
Worth it if 3 years or less	80	26%
Worth it if 4 years or less	14	5%
Worth it if 5 years or less	2	1%
Worth it if 6 years or less	1	0%
* Respondents checked all that applied	303	100%
Q4 If you were to pursue an EdD, when would you consider beginning a program?		
Within 1-2 years	120	68%
Between 3 and 5 years	30	17%
Greater than 5 years	3	2%
Unsure	24	14%
	177	100%
Q5 What modality would you pursue such a program? *		
On ground	152	33%
Online	151	33%
Hybrid	155	34%
* Respondents checked all that applied	458	100%

Q6 What is your preferred time commitment for completing such a program?

Full Time	35	20%
Part Time	121	68%
No Preference	21	12%
	177	100%

Q7 The average cost of an EdD for similar programs surveyed is approximately \$52,000.

What is the maximum you would consider paying for such a degree?

\$40,000	121	69%
\$45,000	20	11%
\$50,000	15	9%
\$52,000	16	9%
\$55,000	2	1%
\$60,000	1	1%
	175	100%

Q8 Does your employer provide tuition reimbursement?

Yes	47	26%
No	133	74%
	180	100%

(Note: Results for some categories do not always total the overall respondent number due to respondents skipping certain questions.)

APPENDIX D**Qualifications for EdOLDC New Hire (first year)
Associate Professor/Program Coordinator*****Position Description and Duties***

- Teach graduate and doctoral courses in Lehman College's Organizational Leadership, Development and Change EdD Program;
- Manage program throughout the full calendar year;
- Actively seek articulation agreements and educational partnerships with non-profit, community-based and other organizations and/or institutions;
- Mentor and advise students throughout the program;
- Identify appropriate dissertation chairs for students for year two of program;
- Manage the program's *Three Article Dissertation* research process;
- Collaborate across departments and/or schools;
- Assist with assessment, accreditation and program development initiatives;
- Pursue scholarly research and publication with results of research/scholarly work published and disseminated in peer-reviewed journals and presented at conferences or symposiums.
- Seek external funding for research and program improvements;
- Perform service to college, school and department;
- Develop and manage on-ground and online orientation session for students;
- Develop and manage on-ground sessions associated with the program;
- Work with Director of Online Education to prepare online student success modules;
- Work with Director of Online Education to assure content is current before each course delivery;
- Assist with program hiring and staffing and mentor part-time staff/faculty;
- Manage course refresh cycle on appointed schedule;
- Participate in student recruitment, application and admissions processes; and
- Perform additional administrative duties when needed.

Qualifications Required

- Minimum PhD or EdD degree in Organizational Leadership or a related field such as Higher Education Administration/Leadership, Non-profit Leadership/Management from an accredited institution, or Organizational Leadership and Change (or similar) from accredited doctoral Business or Psychology programs;
- Experience in graduate-level teaching, program recruitment and assessment;
- Experience with developing and delivering online graduate-level programs;
- Robust record of research and scholarship related to leadership;
- Experience working with diverse student populations; and
- Experience working with or for foundations, non-profit and/or community-based agencies a strong plus.

Qualifications for EdOLDC New Hire (third year)
Assistant Professor

Position Description and Duties

- Teach graduate and doctoral courses in Lehman College's Organizational Leadership, Development and Change EdD Program;
- Actively seek articulation agreements and educational partnerships with non-profit, community-based and other organizations and/or institutions;
- Mentor and advise students throughout the program;
- Assist with the program's *Three Article Dissertation* research process;
- Collaborate across departments and/or schools;
- Assist with assessment, accreditation and program development initiatives;
- Pursue scholarly research and publication with results of research/scholarly work published and disseminated in peer-reviewed journals and presented at conferences or symposiums.
- Seek external funding for research and program improvements;
- Perform service to college, school and department;
- Assist with program hiring and staffing and mentor part-time staff/faculty;
- Participate in student recruitment, application and admissions processes; and
- Perform additional administrative duties when needed.

Qualifications Required

- Minimum PhD or EdD degree in Organizational Leadership or a related field such as Higher Education Administration/Leadership, Non-profit Leadership/Management from an accredited institution, or Organizational Leadership and Change (or similar) from accredited doctoral Business or Psychology programs;
- Experience in graduate-level teaching, program recruitment and assessment;
- Experience working with diverse student populations;
- Promising research and publication agenda; and
- Experience teaching in online programs and with or for foundations, non-profit and/or community-based agencies a strong plus.

APPENDIX E**Curriculum Vitae – EdD Faculty**NAME: **Stuart F. Chen-Hayes, Ph.D.** COLLEGE: **Lehman College**TITLE: **Professor**DEPARTMENT: **Counseling, Leadership, Literacy, and Special Education****HIGHER EDUCATION:**

A. Degrees

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
Kent State University	1990-94	Ph.D., Counseling & Human Dev. Services (CACREP-accredited)	1994
Indiana University	1984-87	M.S.Ed., Counseling & Counselor Education	1987
Indiana University	1980-84	B.A., Journalism & Religious Studies	1984

B. Additional Higher Education

Cornell University	1986-87	Non-degree coursework in Human Services, Psychology	
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EXPERIENCE:

A. Teaching/Administrative Duties

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Lehman College of the City University of New York	2018-present	Professor	CLLSE
Lehman College of the City University of New York	1999-present	Program Coordinator, Counselor Education/ School Counseling	CLLSE
Lehman College of the City University of New York	2005-17	Associate Professor	CLLSE

Shih Chien University
Taipei, Taiwan

Spring 2016 Visiting Professor Family Studies
& Child Dev.

EXPERIENCE: (cont.)

A. Teaching/Administrative Duties (cont.)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Oregon State University	2011-13	Adjunct Associate Professor/Doctoral Dissertation Chair	Counseling
University of Massachusetts-Boston (on-line course)	Spring 2008	Adjunct Associate Professor	Counseling
National Changhua University of Education, Changhua, Taiwan	Spring 2007	Visiting Professor	Counseling
Lehman College of the City University of New York	1998-2004	Assistant Professor	CLLSE
National-Louis University (IL)	1993-98	Assistant Professor	Counseling
Kent State University (OH)	1990-93	Teaching and Research Assistant	Counseling

B. Other

<u>Institution/Position</u>	<u>Dates</u>	<u>Title</u>
Equity & Excellence Initiatives, School of Education University of Pennsylvania, Philadelphia, PA	2012-present	Consultant, Equity-focused School Counseling Programs (DE, NJ, NY, PA Consortia)
Norwalk Public Schools Norwalk, CT	2019-present	Consultant, School Counseling Redesign
Goddard Riverside Community Center's Options College Counseling, NY, NY	2015-16	Consultant, Equity-focused School Counseling Programs
Liberty Partnerships Program with City of Buffalo Schools, Buffalo, NY	2014-15	Consultant, Equity-focused School Counseling Programs
Icahn Charter Schools, Bronx, NY	2014	Consultant, Equity-focused School Counseling Programs
Passaic City School District (NJ)	2013	Consultant, Equity-focused School Counseling Programs

Roslyn Public Schools (NY) 2013 Consultant, Equity-focused
School Counseling Programs

EXPERIENCE: (cont.)

OTHER : (cont.)

<u>Institution/Position</u>	<u>Dates</u>	<u>Title</u>
Lehman College/CUNY	1999-13	Coordinator, Companion Institution, National Center for Transforming School Counseling
National Center for Transforming School Counseling (DC)	2002-13	Consultant
National Association for College Admission Counseling (VA)	2011-12	Consultant
New York City Department of Education Office of Instruction	2004-07	Co-Author and Lead Trainer, Elementary School Counseling Program Demonstration Federal Grant
Project ACCESS Bilingual School Counseling Grant Long Island University-Brooklyn	2005-06	Bilingual School Counseling Program Clinical Supervisor/ Consultant
Yonkers Public Schools (NY)	2002-04	Consultant, Lincoln High School Transforming School Counseling Initiative
Bronx Educational Alliance	1999-03	Coordinator, School Counseling Services, GEAR-UP Grant
Licensed Clinical Professional Counselor (IL)	1996-98	Licensed Clinical Professional Counselor
V. Codispoti, M.D. & Associates (OH)	1991-93	Sexuality Counselor (included Ph.D. internship 1600 hours)
Kent State University (OH) Counseling and Human Development Center	1990-91	Practica in Advanced Family Counseling (200 hours)
Corrigan Children's Center/ Westport Middle School via	1989-90	School & Family Counselor, Hospital Diversion Program

Greater Fall River Mental
Health Association (MA)

Cornell University (NY)	1986-89	Residence Hall Director and Group Counselor
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EXPERIENCE: (cont.)

OTHER : (cont.)

<u>Institution/Position</u>	<u>Dates</u>	<u>Title</u>
South Central Community Mental Health Center (IN)	1985-86	Staff Counselor, Child and Adolescent and Addictions Units (included 2 100-hour practica)
Richard D. Irwin, Inc. (IL)	1984-90	Free-lance College Textbook Editor
Indiana University (IN)	1985-86	Assistant Residence Hall Director
Indiana University (IN)	1982-85	Resident Assistant

CERTIFICATION AND LICENSE:

National Certified Counselor #55620 (National Board of Certified Counselors), 1998
Licensed Clinical Professional Counselor (Illinois), 1996 (inactive)

ACADEMIC AND PROFESSIONAL HONORS:

- Alumni of the Year, Counseling and Human Development Services graduate program, Kent State University, 2017
- Mentor, School Counselor Educator Coalition, National Center for Transforming School Counseling, 2012
- Presidential Service Award, North Atlantic Region Association for Counselor Education & Supervision, 2011
- Trailblazer Award, National Center for Transforming School Counseling, 2009
- Human Rights Award, Association for Multicultural Counseling and Development, 2008
- Leader in the Field, Microtraining and Associates, 2007
- Member, Chi Sigma Iota, International Professional Counseling Honorary, Tau Chapter (Lehman College), 1998-present
- Outstanding Faculty Award, National-Louis University, 1998
- Professional Training and Mentorship Award, International Association of Marriage and Family Counselors, 1997
- Outstanding Service Award, Illinois Counseling Association, 1997

- Outstanding Young Alumni Achievement Award, Kent State University, 1996
- Outstanding Service Award, Illinois Association for Multicultural Counseling, 1996
- 'Ohana Honors Award, American Counseling Association, 1995
- Research and teaching assistantship, Counseling and Human Development Services Department, Kent State University, 1990-93
- Kent State University, Member, Chi Sigma Iota, International Professional Counseling Honorary, 1990-93
- Assistantship: Indiana University, Department of Residence Life, 1984-86

ACADEMIC AND PROFESSIONAL HONORS: (cont.)

- Indiana University School of Journalism/Alcoa Excellence in Public Relations Scholarship, 1983
- Indiana University Merit Scholarship, 1980
- Indiana University Wellborn-Feree Freshman Journalism Scholarship, 1980
- Elks Club Scholarship, 1980

PUBLICATIONS: (Last five years only)

Books:

Chen-Hayes, S. F. (2019). *Double dads one teen: A queer family's trailblazing life in th USA and Taiwan*. New York: DIO Press. (100%)

Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). *101 solutions for school counselors and leaders in challenging times*. Thousand Oaks, CA: Corwin Press. (37%)

Book Chapters in Refereed Volumes:

Chen-Hayes, S. F., & Ockerman, M. S. (2019, invited). Counseling first-generation students and families: Access, affordability, admission, attainment. In Mathis, J. D., Rall, R. M., & Laudino, T. M., (Eds.). *Fundamentals of College Admission Counseling (5th ed.)*. Arlington, VA: National Association for College Admission Counseling. (22 pp.) (65%)

Chen-Hayes, S. F. (2017). Be all of whom you are early and often. In W. Dejean & J. Sapp, (Eds.), *Dear gay, lesbian, bisexual, and transgender teacher: Letters of advice to help you find your way*. (pp. 135-139). Charlotte, NC: Information Age Publishing.

Chen-Hayes, S. F., & Getch, Y. Q. (2015, invited). Leadership and advocacy for every student's achievement and opportunity. In B. T. Erford, (Ed). *Transforming the school counseling profession (4th ed.)*. (pp. 194-218). Boston, MA: Pearson. (60%)

Chen-Hayes, S. F., & Ockerman, M. S. (2015, invited). Academic development and planning for college and career readiness K-12. In B. T. Erford, (Ed.), *Transforming the school counseling profession (4th ed.)*. (pp. 242- 258). Boston, MA: Pearson. (50%)

Holcomb-McCoy, C., & **Chen-Hayes, S. F.** (2015, invited). Culturally competent school counselors: Affirming diversity by challenging oppression. In B. T. Erford, (Ed).

Transforming the school counseling profession (4th ed.). (pp. 173-193). Boston, MA: Pearson. (40%)

Walley, C., & **Chen-Hayes, S. F.** (2014, invited). Advocacy for professional counseling. In V. Sangganjanavanich & C. Reynolds, (Eds.), *Introduction to professional counseling (pp. 293-322)*. Thousand Oaks, CA: Sage. (45%)

UNPUBLISHED WORK: (Supported by evidence)

A. Manuscripts accepted for publication (including expected date of publication):

Books:

Chen-Hayes, L. T., & **Chen-Hayes, S. F.** (2020). *Liang ge baba qia qia hou.* (150 pp.). Taipei, Taiwan: Bih's Space publications. (50%)

UNPUBLISHED WORK: (Supported by evidence) (cont.)

Books:

Chen-Hayes, S. F., & Ockerman, M. S., (Eds.). (2022, in development). *School counseling for college and career access and affordability: Closing opportunity gaps.* Thousand Oaks, CA: Corwin Press. (50%)

Chen-Hayes, S. F. (2023, in development). Sexuality counseling in K-12 schools.

Book chapter:

Chen-Hayes, S. F., Schumm, W. Y., Sullins, P., Veldorale-Griffin, A., & Potter, D. "Supporting LGBT parents," In L. Beckstead, (Ed.), *No boxes: Options for gender, race, religion, and sexual identity.* (in development). (30%)

PH.D. THESIS TITLE: *Counselor Educators' Perceptions of Their Multicultural Awareness, Knowledge, and Skills.*

PUBLICATIONS: (Prior to "last five years")

Book Chapters in Refereed Volumes:

Chen-Hayes, S. F. (2012, invited). Counseling and advocacy with a gay father, a straight mom, and a transgender adolescent. In S. Dworkin & M. Pope, (Eds.), *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families (pp. 45-52)*. Alexandria, VA: American Counseling Association.

Chen-Hayes, S. F. (2013). Empowering multiple cultural identities in college readiness and admission. In National Association for College Admission Counseling (Ed.), *Fundamentals of college admission counseling (3d ed.) (pp. 150-174)*. Arlington, VA: Author.

Ryan, C., & **Chen-Hayes, S. F.** (2013). Educating and empowering families of lesbian, gay, bisexual, transgender, and questioning students. In E. S. Fisher & K. Komosa-Hawkins, (Eds.), *Creating safe and supportive learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 209-229). New York: Routledge. (40%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Book Chapters in Refereed Volumes: (cont.)

Chen-Hayes, S. F. (2012, invited). Counseling and advocacy with an international/dual national same-gender couple and family. In S. Dworkin & M. Pope, (Eds.), *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families* (pp. 119-128). Alexandria, VA: American Counseling Association.

Chen-Hayes, S. F., Miller, E. M., Bailey, D. F., Getch, Y. Q., & Erford, B. T. (2011, invited). Leadership and achievement advocacy for every student. In B. T. Erford, (Ed). *Transforming the school counseling profession (3rd ed.)* (pp. 110-128). Boston, MA: Pearson. (50%)

Holcomb-McCoy, C. & **Chen-Hayes, S. F.** (2011, invited). Culturally competent school counselors: Affirming diversity by challenging oppression. In B. T. Erford, (Ed). *Transforming the school counseling profession (3rd ed.)* (pp. 90-109). Boston, MA: Pearson. (40%)

Chen-Hayes, S. F. (2009). Types of oppression. In American Counseling Association (Ed.), *American Counseling Association encyclopedia of counseling* (p. 383-84). Alexandria, VA: Author.

Bailey, D. F., Getch, Y. Q., & **Chen-Hayes, S. F.** (2007, invited). Achievement advocacy for all students through transformative school counseling programs. In B. T. Erford, (Ed). *Transforming the school counseling profession (2nd ed.)* (pp. 74-97). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (33%)

Holcomb-McCoy, C. & **Chen-Hayes, S. F.** (2007, invited). Multiculturally competent school counselors: Affirming diversity through challenging oppression. In B. T. Erford, (Ed). *Transforming the school counseling profession (2nd ed.)* (pp. 98-120). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (40%)

Chen-Hayes, S. F. (2005). Challenging multiple oppressions in counselor education. In J. M. Croteau, J. S. Lark, M. A. Lidderdale, & Y. B. Chung, (Eds.), *Deconstructing heterosexism in the counseling professions: A narrative approach* (pp. 53-57). Thousand Oaks, CA: Sage.

Chen-Hayes, S. F. (2005, invited). Response to “Counseling a gay man challenging cocaine addiction,” In V. Kelly & G. Juhnke, (Eds.). *Critical incidents in addictions counseling*. Alexandria, VA: American Counseling Association.

Chen-Hayes, S. F. (2005, invited). What are the most pervasive social issues among K-12 students that school counselors address? In R. Sabella, (Ed.), *School counseling principles: Foundations and basics* (pp. 73-81). Alexandria, VA: American School Counselor Association.

Chen-Hayes, S. F., & Ramos, I. G. (2004). The professional school counselor as resource and services broker. In B. T. Erford, (Ed.), *Professional school counseling: A handbook of theories, programs, and practices* (pp. 865-869). Austin, TX: Pro-Ed. (75%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Book Chapters in Refereed Volumes: (cont.)

Schneider, G. & **Chen-Hayes, S. F.** (2004). College begins in pre-K: Creating academic access, equity, and success for all students and their families through a model pre-K developmental school counseling program. In B. T. Erford, (Ed.), *Professional school counseling: A handbook of theories, programs, and practices* (pp. 871-880). Austin, TX: Pro-Ed. (50%)

Smith, S. D., & **Chen-Hayes, S. F.** (2004). Leadership and advocacy strategies for lesbian, bisexual, gay, transgendered, and questioning (LGBTQ) students: Academic, career, and interpersonal success strategies. In R. Perusse and G. E. Goodnough (Eds.), *Leadership, advocacy, and direct service strategies for professional school counselors* (pp. 187-221). Belmont, CA: Brooks/Cole-Thomson Learning. (50%)

Bailey, D. F., Getch, Y. Q., & **Chen-Hayes, S. F.** (2003). Professional school counselors as social and academic advocates. In B. T. Erford (Ed), *Transforming the school counseling profession* (pp. 411-434). Upper Saddle River, NJ: Merrill Prentice-Hall. (33%)

Chen-Hayes, S. F. (2003). Assimilation, queer pride, or in between: Personalizing GLBT relationships, sexual practices, and politics. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 85-91). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F. (2003). Challenging multiple oppressions with GLBT clients. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 174-178). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F. (2003). Counselors advocating for academic success and equity in the Bronx. In R. L. Dingman & J. D. Weaver (Eds.), *Days in the lives of counselors* (pp. 168-176). Boston, MA: Allyn & Bacon/Pearson Education.

Chen-Hayes, S. F. (2003). The sexual orientation, gender identity, and gender expression continuum. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 159-165). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F. (2003). The sexual orientation, gender identity, and gender expression genogram. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 166-173). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F., & Erford, B. T. (2003). Living the transformed role. In B. T. Erford (Ed.), *Transforming the school counseling profession* (pp. 449-454). Upper Saddle River, NJ: Merrill Prentice-Hall. (75%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Book Chapters in Refereed Volumes: (cont.)

Haley-Banez, L., & Chen-Hayes, S. F. (2002). Janine: The case of the unemployed survivor. In S. G. Niles, J. Goodman, & M. Pope (Eds.), *The career counseling casebook: A resource for practitioners, students, and counselor educators* (pp. 94-97). Tulsa, OK: National Career Development Association. (75%)

Chen-Hayes, S. F. (2001). Systemic anti-oppression strategies for school counselors as allies affirming queer children, youth, and families of multiracial experience. In K. Kumashiro, (Ed.), *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education* (pp. 163-178). Lanham, MD: Rowman & Littlefield.

Chen-Hayes, S. F. (2000, invited). Social justice advocacy with lesbian, bisexual, gay, and transgendered persons. In J. Lewis, & L. Bradley, (Eds.), *Advocacy in counseling: Counselors, clients, & community* (pp. 89-98). Greensboro, NC: Caps publications (ERIC/CASS).

Chen-Hayes, S. F., Chen, M., & Athar, N. (2000, invited). Challenging linguisticism: Action strategies for counselors and client-colleagues. In J. Lewis & L. Bradley (Eds.), *Advocacy in Counseling: Counselors, clients, & community* (pp. 25-36). Greensboro, NC: Caps publications (ERIC/CASS). (33%)

Hayes, S. F. (1986). Annotated bibliography on relationships with the student press. In J. Schuh, (Ed.), *New directions for student services sourcebook, 33* (pp. 65-69). San Francisco: Jossey-Bass.

Book Chapter in Nonrefereed Volume:

Chen-Hayes, S. F. (2002, invited). Unlearning racism: A white counselor’s journey. In J. A. Kottler, (Ed.), *Counselors finding their way* (pp. 117-120). Alexandria, VA: American Counseling Association.

Articles in Refereed Journals:

Mason, E. C. M., Ockerman, M. S., & **Chen-Hayes, S. F.** (2013). Change-Agent-for-Equity (CAFÉ) model: A framework for school counselor identity. *Journal of School Counseling, 11*(4). <http://www.jsc.montana.edu/articles/v11n4.pdf> (33%)

Ockerman, M. S., Mason, E. C. M., & **Chen-Hayes, S. F.** (2013). School counseling supervision in challenging times: The CAFÉ supervisor model. *Journal of Counselor Preparation and Supervision, 5*(2), Article 4 doi: <http://dx.doi.org/10.7729/51.0024> <http://repository.wcsu.edu/jcps/vol5/iss2/4/> (33%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Chen-Hayes, S. F. (2010, invited). Ingredients for happy gay couples & gay-parented families: Implications for professional gender, sexuality, couple, family, & school counselors.

http://gfs.heart.net.tw/e_journal/index/1.htm 性別與家庭電子季刊 (*Center for Gender and Family E-Journal, National Changhua University of Education, Taiwan*) 9 pp.

DeSimone, J. R., Bouknight, T. M., & **Chen-Hayes, S. F.** (2010). Educational Leadership and School Counselor Education programs collaborating to close preK-12 achievement, opportunity and attainment gaps. *Excelsior: Leadership in Teaching and Learning* 4, 57-68. (33%)

Articles in Refereed Journals: (cont.)

Edwards, M., **Chen-Hayes, S. F.**, & Liao, B. (2010). Developing a Mandarin-Immersion International Baccalaureate elementary school: Princeton International Academy Charter School (PIACS). *Journal of Chinese Teaching and Research*, 113-118. (33%)

Hatch, T., & **Chen-Hayes, S. F.** (2008). School counselor beliefs about ASCA model school counseling program components using the SCPSC scale. *Professional School Counseling* 12, 34-42. (40%)

Chen-Hayes, S. F. (2007, invited). The ACCESS Questionnaire: Assessing school counseling programs and interventions to ensure equity and success for every student. *Counseling and Human Development* 39(6), 1-10.

Ratts, M., DeKruffy, L., & **Chen-Hayes, S. F.** (2007). The ACA Advocacy Competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling* 11(2), 90-97. (33%)

Eschenauer, R., & **Chen-Hayes, S. F.** (2005, invited). The transformative individual school counseling model: An accountability model for urban school counselors. *Professional School Counseling* 8(3), pp. 244-248. (50%)

Chen-Hayes, S. F. (2002, invited). [Review of the book *The erasure of transsexual and transgendered people*]. *Contemporary Sociology: A Journal of Reviews* 31(4), 264-265.

Chen-Hayes, S. F. (2001, invited). The social justice advocacy readiness questionnaire. *The Journal of Lesbian and Gay Social Services*, 13 (1/2), 191-203.

Chen-Hayes, S. F. (2001). Counseling and advocacy with transgendered and gender-variant persons in schools and families. *The Journal of Humanistic Counseling, Education, and Development*, 40(1), 34-48.

PUBLICATIONS: (Prior to “last five years”) (cont.)

Chen-Hayes, S. F. (1997). Counseling lesbian, bisexual, and gay persons in couple and family relationships: Overcoming the stereotypes. *The Family Journal: Counseling and Therapy for Couples and Families*, 5(3), 236-240.

Hayes, S. F. (1995). Infusing diversity into family and couples counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 3(3), 231-33.

Arnold, M. S., Carlson, J., Collins, B. G., Collins, T. M., Gonzales, T., **Hayes, S. F.**, Hoffman, F. J., Hutchins, M., Kjos, D., Lee, C., Lewis, J. A., & Vernon, A. (1995). Women and men interested in gender: Can we talk? *The Family Journal: Counseling and Therapy for Couples and Families*, 3(1), 4-10. (8%)

McKee, M. B., **Hayes, S. F.**, & Axiotis, I. R. (1994). Challenging heterosexism in college health service delivery. *Journal of American College Health*, 42(5), 211-216. (33%)

Boughner, S. R., **Hayes, S. F.**, Bubenzer, D. L., & West, J. D. (1994). Use of standardized assessment instruments by marital and family therapists: A survey. *Journal of Marital and Family Therapy*, 20(1), 69-75. (25%)

Streaming Videos:

Chen-Hayes, S. F., & Maxwell, K. S., & Bailey, D. F. (2009). *Equity-focused school counseling: Ensuring career and college readiness for every student*. (DVD and leader guide). Hanover, MA: Microtraining Associates. (50%)

Chen-Hayes, S. F., & Haley-Banez, L. (2000). *Lesbian, bisexual, gay, & transgendered counseling in schools and families 1*. Streaming video, transcript, and leader guide. Hanover, MA: Microtraining Associates. (75%)

Banez, L., & **Chen-Hayes, S. F.** (2000). *Lesbian, bisexual, gay, & transgendered counseling in schools and families 2*. Streaming video, transcript, and leader guide. Hanover, MA: Microtraining Associates. (75%)

Articles in Nonrefereed Journals:

Chen-Hayes, S. F. (2008). Teaching and learning about sexuality counseling in Taiwan. *Counseling Today* 50(7), pp. 15-19.

Hayes, S. F. (1996). Providing powerful professional counseling presentations. *Counseling Today*, 39(5), 66.

Hayes, S. F., Domnie, M., & Sinar, L. (1992). Speaking up: Counseling Ph.D. students initiate increased interaction on campus. *Counseling Today*, 35(4), 29. (33%)

Hayes, S. F., Ingersoll, R. E., & Stein, S. (1991). Counseling in times of national crisis. *Counseling Today*, 33(10), 29. (33%)

ERIC/CASS Publication:

Hayes, S. F. (1994). Empowering multiple cultural identities of bisexual women and men. *Resources in Education*, ERIC/CASS #CG025594. Greensboro, N.C.: ERIC/CASS.

PRESENTATIONS, REFEREED: (Last five years only)

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. (Submitted). "25 Years of Queer, Mixed-Race, Dual-National Couple and Family Activism in Taiwan & the USA: Intersectional Lessons for Sex Educators and Counselors." American Association of Sex Educators, Counselors & Therapists (AASECT) conference. Palm Springs, CA, Spring, 2020.

Chen-Hayes, S. F., Goorevitch, Y., Brigman, G., Fallon, P., Leeds, D., Martinez, J., & Tejada, R. (Submitted). "Evidence-based urban school counseling consultation using *Student Success Skills*, *ASCA Model*, and Change-Agent for Equity Tools." Evidence-Based School Counseling conference, Florida Atlantic University, Boca Raton, FL, Spring, 2020.

Chen-Hayes, S. F., Ph.D., Coca, V., Ph.D., Oglesby, A. K., M.S.Ed., Owen, L. A., Ph.D., & Ramsundar, S., M.S.Ed., M.S.Ed., Ph.D. (cand.). "School & College Counselors Address Affordability, Emergency Funding, Food and Housing Insecurity." Real College conference, Temple University, Philadelphia, PA, Fall, 2018.

Chen-Hayes, L. T., D.P.T., Chen-Hayes, S. F., Ph.D., & Chen-Hayes, K. L. "Organizing for Marriage Equality, Gay Parenting Rights, and Affirming Schools in Taiwan and the USA." National Queer Asian Pacific Islander Association conference, San Francisco, CA, Summer, 2018.

Chen-Hayes, S. F., Ph.D., Badia-Castro, M., M.S.Ed. (cand.), Bahamonde, A., M.S., & Sambula, F., M.S.Ed. (cand.). Revising Research Class: Implementing Evidence-based Change in NYC K-12 Schools with Needs Assessments, *Student Success Skills*, and *ASCA Model* Program Evaluation. Evidence-Based School Counseling conference, NY, NY, Spring, 2018.

Chen-Hayes, S. F., Ph.D., Chen-Hayes, L. T., D.P.T., & Chen-Hayes, K. L. "Culturally Competent School and College Access Counseling with LGBTIQA Youth & Families: Advocacy, Curricula, Empathy, & Empowerment." 4th White House Convening on School Counseling and College Access, Washington, D. C., Fall 2016.

Lorimer, J., M.S., & Chen-Hayes, S. F., Ph.D. "CCCCCNYS: Systemic Change Coalition Supports School Counselors, College Advisors." New York State Association for College Admission conference, Staten Island, NY, Summer 2016.

PRESENTATIONS, INVITED (Last five years)

Chen-Hayes, S. F. & Chen-Hayes, L. T. (2020, forthcoming). "Double Dads and One Queer Teen: Our Trailblazing Life in the USA and Taiwan" (book reading, discussion, and documentary). Indiana University, Bloomington, IN.

Chen-Hayes, S. F. (2020, forthcoming). "Double Dads and One Queer Teen: Our Trailblazing Life in the USA and Taiwan" (book reading, discussion, and documentary), Rockland County PFLAG, Rockland County, NY.

Chen-Hayes, S. F. & Chen-Hayes, L. T. (2020, forthcoming). "Double Dads and One Queer Teen: Our Trailblazing Life in the USA and Taiwan" (book reading, discussion, and documentary), PFLAG NYC/Asian-Pacific Islander Rainbow Parents, NY, NY.

Chen-Hayes, S. F. (2019, invited). "Queer and Multicultural Curricula." Cultural Responsive and Sustainable Education (CRSE) Conference, MORE Caucus of UFT Union, NY, NY.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. (2019). "Double Dads and One Queer Teen: Our Trailblazing Life in the USA and Taiwan" (book reading, discussion, and documentary), Kent State University, Kent, OH.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. (2019, forthcoming). "Reading, Documentary, and Discussion: 'Double Dads One Teen: A Queer Family's Trailblazing Life in the USA and Taiwan.'" Lief Library, Lehman College, Bronx, NY.

Bernardo, R., Chen-Hayes, S. F., Ramirez, F., & Schuster, E. (2019). "CUNY TALKS: Sexual Health & Empowerment Summit." CUNY Lehman College, Bronx, NY, Fall, 2019.

Chen-Hayes, S. F., & Chen-Hayes, L. T. "Strategies for Affirming LGBTQIA Youth," Invited Presentation, George School, Newtown, PA, Spring, 2019.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. "Tips and Strategies for Creating LGBTQ+ Affirming Schools and Curricula," Curriculum and Instruction Consulting Committee, Gender Equity Education Conference, Ministry of Education, Taiwan National University of Tainan, Tainan, Taiwan, Spring, 2019.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. "The Chen-Hayes Family's Trailblazing Journey in Creating LGBTQ-Affirming Home, School, Community & Work Environments in USA & Taiwan." Invited Lecture, Counseling and Student Affairs graduate programs, National Changhua University of Education, Changhua, Taiwan, Spring, 2019.

"Double Dads One Teen: A Trailblazing Taiwanese American Queer Family," Invited Lecture, Women's Studies program, CUNY Lehman College, Bronx, NY, Fall, 2018.

"Dads as Role Models of Healthy Stress Management for Future Adults," Invited Presentation, George School, Newtown, PA, Spring, 2018.

PRESENTATIONS, INVITED (Last five years) (cont).

"Career Pathways for Families Facilitating Future Adults: Evidence-Based Tools and Tryouts," Invited Presentation, George School, Newtown, PA, Fall, 2017.

"Sexuality Education and Counseling in Schools and Families in Taiwan and the USA: Personal, Political, Professional Advocacy" with L. T. Chen-Hayes, D.P.T., & K. L. Chen-Hayes. Invited Lecture, National Changhua University of Education,

Changhua, Taiwan, Spring, 2017.

"Taiwan, the Time for Marriage Equality Is NOW: Lessons in Love, Legal Marriage, and Parenting from a Taiwanese-American Gay Family" with L. T. Chen-Hayes, D.P.T., & K. L. Chen-Hayes. Taiwan LGBT Family Rights Advocacy Association, Taipei, Taiwan, Spring, 2017.

"Dream-making: A Personal and Professional Career Development Journey." Princeton Friends School, Princeton, NJ, Spring, 2016.

"Lifespan Lessons for Counseling Culturally Diverse LGBTIQ Youth, Couples, and Families: Personal and Professional Strategies in the USA and Taiwan." Invited Lecture, Shih Chien University, Taipei, Taiwan, Spring, 2016.

"School Counseling Changes and Challenges in the USA: Implications for School Counselor Preparation and K-12 School Counseling Programs in Taiwan." Invited Lecture, National Changhua University of Education, Changhua, Taiwan, Spring 2016.,

"Unlearning Oppression: Social Justice Advocacy Awareness, Knowledge, and Skills for Counselors and Graduate Students." Invited Lecture, National Changhua University of Education, Changhua, Taiwan, Spring, 2016.

"Lifespan Lessons for Counseling Culturally Diverse LGBTIQ Youth, Couples, and Families: Personal and Professional Strategies in the USA and Taiwan," Invited Lecture, National Kaohsiung University of Education, Kaohsiung, Taiwan, Spring, 2016.

CURRICULUM MATERIALS: (Last five years)

Revision of Course Syllabi with new program and learning objectives and assessments for CACREP Self-Study, 2016-17

Co-developed new course: EDG 739 College Access Counseling, 2015

Revised Counselor Education/School Counseling program to three years duration 2013-14

Revised Bilingual Counselor Education/School Counseling Advanced Certificate with program faculty, 2013-15

ACCREDITATION: REPORTS/REVIEWS: (Last five years)

Lead Author, CACREP self-study for Counselor Education/School Counseling M.S.Ed. program re-accreditation (2016 standards), 2016-18.

Author, Counselor Education/School Counseling M.S.Ed. program Prioritization Report, Fall, 2015

GRANTS RECEIVED:

a. Multiple

2014 - City University of New York Academic Affairs College Access/Admission Counseling Course Grant (\$4,000).

Awarded collaboratively with Drs. Faith Deveaux, Laura Roberts, and Tamisha Bouknight to develop Lehman College's first College Access Counseling course.

2008 - National Office for School Counselor Advocacy Scholarship Grant (\$1,000).

Awarded collaboratively with Dr. Tamisha Bouknight to study Counselor Educators' perceptions of how they prepare school counselors for college readiness/admission counseling.

2007 - Taiwan National Science Foundation Grant, National Changhua University of Education. (\$330,000NT, i.e., \$10,000US).

Awarded collaboratively with Dr. Shuchu (Sharon) Chao to underwrite travel and living expenses for sabbatical as visiting professor of counseling to teach the first Taiwan-based master's and doctoral courses in sexuality counseling at National Changhua University of Education, Spring semester.

2004-2008 - Elementary and Secondary School Counseling Demonstration Act Grant with Dr. Reese House and the NYC Department of Education, Division of Youth and Community Development, co-author (\$1.2 million).

Awarded collaboratively to NYC DOE to hire multiple school counselors at two demonstration elementary schools in Harlem, NY and to fund the training of several hundred elementary school counselors, principals, and academic intervention teachers in all five NYC boroughs in The Education Trust's National Center for Transforming School Counseling skills to assist school counselors to develop data-driven school counseling programs and interventions including the ASCA National Model that demonstrate specific success in how school counselors and school counseling programs help to close achievement and opportunity gaps in NYC elementary schools.

1999 - Association for Counselor Education and Supervision (ACES) National Research Award Grant with Dr. Lynn Banez (\$250).

Funding awarded for a qualitative study on developing an ongoing educational and supervision model for school, community, and family counselors interested in learning and using social justice advocacy and multicultural counseling skills to challenge oppression in urban schools and community agencies.

GRANTS RECEIVED (cont.):

b. Individual

1993 - Association for Counselor Education and Supervision (ACES) Graduate Student Research Award

Partial funding of Ph.D. dissertation research on counselor educators' multicultural awareness, knowledge, and skills (\$650).

SERVICE:

Department of Counseling, Leadership, Literacy, and Special Education:

- Union Representative, PSC-CUNY Lehman Chapter, 2017-present
- Convener and member, CACREP re-accreditation (2016 standards) self-study and accreditation visit team, 2016-present
- Member, Curriculum Committee, 1998-99; 2001-10
- Member, Marketing Committee, 2008-11
- Convener and member, CACREP (2001 standards) self-study and accreditation visit team, 2000-08
- Member, Grade Appeals Committee, 2004-05; 2007-10
- Co-developer, Counselor Education laboratory (with Campus Facilities office) funded by Bronx Borough President's Office, 1999-2007
- Coordinator, Counselor Education Program Curriculum Transformation Committee, 1998-01

School of Education:

- Member, Lehman Urban Transformative Education Conceptual Framework Revision Committee, 2011-12
- Member, Technology/Strategic Planning Committee, 1998-99; 2009-2015
- Member, Fundraising Committee, 2010-11
- Member, E-portfolio Committee, 2008-09; 2010-11
- Emcee, LUTE Awards Ceremony, 2011
- Member, Facilities Committee, 2009-10
- Facilitator and panelist, "What teachers, school counselors, and building leaders can do to empower LBGT students in K-12 schools" lecture/panel presentation Spring 2009
- Member, Dean Search Committee, 2002-03
- Member, Professional Practice Site Development Committee, 1999-00

Lehman College:

- Member, Counseling Center LBGT Initiatives Task Force, 2009-present
- Member, Graduate Admissions Task Force, 2009-present
- Member, Social Justice Committee, PSC-CUNY Lehman College chapter, 2016-present
- Speaker, Lehman College Immigration Speakout/Teach-In, 2017
- Speaker, Lehman College Social Justice Advocacy Resource Fair, 2017
- Speaker, Lehman College National Coming Out Day Speakout, 2014
- Member, Lehman College Diversity Council, 2012-14

SERVICE: (cont.)

- Member, Graduate Education Scholarship Review Committee, 2013

- Member, Middle States Self-Study Working Groups: Student Affairs; Educational Offerings, General Education, and Assessment of Student Learning, 2007-08
- Facilitator, Unlearning Oppression Workshop, Lehman Student Government Retreat, 2001-03; 2006-07
- Senator-at-large, Lehman College Faculty Senate, 2001-04
- Delegate-at-large, PSC/CUNY Union, Lehman College chapter, 2004-07
- Member, Senate Campus Life and Facilities Committee, 2000-02
- Member, Bronx Educational Alliance Steering Committee, 1999-2003
- Facilitator, Leadership and Technology conference for Bronx High School Superintendents, Spring, 1999
- Advisor, Chi Sigma Iota, Professional Counseling Honorary, Tau chapter, 1998-04
- Advisor, The Circle, undergraduate LGBT student group, 2001-03
- Advisor, Counseling Student Association, 2003-04; co-advisor, 1998-99

CUNY:

- Member, American Association of University Professors, 2008-present
- American Federation of Teacher (AFT) Union Delegate, PSC-CUNY 2017-present
- Member, Future of Public Education Committee, PSC-CUNY, 2012-2015
- New York State United Teachers Union Delegate, PSC-CUNY 2017-present
- Contributor, PSC-CUNY *Clarion*

Community:

- Executive Board, Teacher Solidarity, 2018-present
- National Platform Committee, Green Party of the USA, 2018-19
- National Delegate, Green Party of the USA, 2018-19
- Pennsylvania Delegate, Green Party of Pennsylvania, 2018-19
- Judge of Elections, Newtown Township, PA, 2017-19
- President, Walden Square Community (HOA) Association (PA), 2017-18
- Small Group Facilitator on Evidence-Based Career Decision-Making Tools, George School Career Day, 2017
- Executive Committee, Bucks County Green Party, 2017-19
- Parent Association Volunteer: Admission and Career Pathways Committees, George School, 2016- 18
- Member, Bucks County Environmental Coalition, 2016-17
- Social Media Coordinator, Bucks County Green Party, 2016-18
- Keynote Speaker, Green Party of Pennsylvania Convention, 2016
- Distribution/Parent Volunteer, *IndyKids* newspaper, 2012-15
- Board President, Plainsboro Village (NJ) Homeowners Association, 2013-15
- Parent Association Volunteer, Princeton Friends School, 2010-14
- Facilitator, Reclaiming the Conversation on Education conference, Barnard College, 2013
- Head of School Search Committee Chair, PIACS, 2009-11
- Staff Development, Ying-Hua International School, Princeton, NJ, 2007-2010
President, Ying-Hua Family Association; Ex-Officio Board Member; Chair, Community Service; Member, Strategic Planning; Ying-Hua International School, Princeton, NJ, 2008-10

- Facilitator, “Bumps in the Road on the Way to College Admissions,” South Bronx Prep High School College Access Fair, 2010
- Member, American Civil Liberties Union, 2008-present
- Local Organizer, Jumpstart Read for the Record, central NJ (Kiddie Academy of North Brunswick, NJ, Ying-Hua International School Princeton, NJ), 2006-09
- Member and Marketing Committee, New Jersey Gay Men’s Chorus, 2005-2010
- Parent Volunteer, Princeton Chinese Language School, Princeton, NJ, 2006-08
- Service Learning Coordinator, Sage Classroom, Montessori Country Day School, Plainsboro, NJ, 2006-07
- Reading Parent, Chau Chun Montessori Kindergarten School, Taichung, Taiwan, 2007
- Reading Parent, Montessori Country Day School, Plainsboro, NJ, 2005-07
- Facilitator, PS 161 Annual Career Day, Manhattan, NY, 2001-06.
- Board Member and Treasurer, New York Association for Gender Rights Advocacy (NYAGRA), 2000-05

SERVICE AND PROFESSIONAL MEMBERSHIPS:

American Association of Sex Educators, Counselors, and Therapists (AASECT)

-Conference Program Review Committee, 2019

American Counseling Association (ACA)

-ACA-NY member, 2011-present

-Public Awareness and Support Committee (PASC), 1998-01

-Co-Chair, PASC, 1999-01

-Contributor, *Competencies for Counseling Multiracial People*, 2015

<http://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=10>

-Contributor, 2009 and 2016 CACREP standards revision processes

American School Counselor Association (ASCA)

-ASCA Foundation Scholarships Review Task Force, 2009-10

-Contributing Co-Editor, *Advocacy Columns, ASCA School Counselor*, 2006-08

-Contributor, *ASCA Ethical Standards for School Counselors Revision*, 2004, 2010

Association for Counselor Education and Supervision (ACES)

-Co-Chair, Transforming School Counseling and College Access Interest Network (TSCCAIN) (2011-15)

-Executive Council (2009-11)

-Executive Director Search Committee, 2010-11

-Technology and Public Awareness Task Force, 2009-11

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)

-Task Force on Challenging Reparative Therapy, 2008-10

Association for Specialists in Group Work (ASGW)

-Guest Editorial Board member, *Journal for Specialists in Group Work* Special Issue on Social Justice, 2009

SERVICE AND PROFESSIONAL MEMBERSHIPS: (cont.)

Chi Sigma Iota, Professional Counseling Honorary
-Advisor, Lehman College Tau Chapter, 1998-04

Comprehensive College and Career Counseling Consortium of New York (CCCCCNY)
-Founding Co-Chair, 2014-present

Counselors for Social Justice (CSJ)
-Awards committee, 2007-11
-Past-President, 2004-05
-Nominations & Elections Chair, 2004-05
-President, 2003-04
-President-Elect, 2002-03
-Treasurer and Co-Founder, 1999-01

Dissertation Chair
-Dr. Charles Edwards, Oregon State University (2011-13) Title: “The Gendered Experience of Male Elementary School Counselors”

Evidence-Based School Counseling Conference
-Advisory Board, 2012-present
-Program Reviewer, 2017, 2018 Conferences

External Reviews for Tenure and Promotion
-Dr. Jennifer Watkinson, Loyola University of Maryland, 2015
-Dr. Matthew Lemberger-Truelove, University of New Mexico, 2014
-Dr. Jonathon Rust, SUNY New Paltz, 2014
-Dr. Eliza Dragowski, CUNY Brooklyn College, 2014
-Dr. Danielle Torres, Lewis & Clark University (OR), 2009
-Dr. Michael Chaney, Oakland University (MI), 2009
-Dr. Lourdes Rivera, CUNY Queens College, 2008
-Dr. Loan Phan, University of New Hampshire, 2007
-Dr. Carol Kaffenberger, George Mason University (VA), 2006

Illinois Counseling Association (ICA)
-Life Member as Past-President, 1997-98
-President, 1996-97
-President-Elect, 1995-96
-Past-President, Illinois Association for Multicultural Counseling, 1995-96
-President, Illinois Association for Multicultural Counseling, 1994-95

International Journal of Child, Youth, and Family Studies (Canada)
-Guest Editorial Board Reviewer, 2013

Journal of Asia Pacific Counseling (Korea)
-Guest Editorial Board Reviewer, 2014

Journal of Counselor Preparation and Supervision (USA)

-Editorial Board, 2011-present

SERVICE AND PROFESSIONAL MEMBERSHIPS: (cont.)

Journal of GLBT Issues in Counseling (USA)

-Editorial Board founding member, 2004-2016

Journal of Homosexuality (USA)

-Guest Editorial Board Reviewer, 2010

Journal of International Counselor Education (USA)

-Editorial Board founding member, 2009-2016

Journal of Personality (USA)

-Guest Editorial Board Reviewer, 2009

Metro New York City Counselor Educators

-Co-Founder, 1999

-Co-Chair, 1999-2003

National Association for College Admission Counseling (NACAC)

-Consultant, revision of 3rd edition of *Fundamentals of College Admission Counseling*

New York Association for Counselor Education and Supervision (NYACES)

-Member, 2014 New York State School Counselor Summit Steering Committee (NYSDOE), 2013-14

New York State School Counselor Association (NYSSCA)

-Co-Facilitator, School Counseling Graduate Students Mock Interviews and Resume Workshop, 2011

New York State Education Department (NYSED)

-Executive Council Member, School Counselor Summit, 2013-14

-School Counseling Advisory Council 2014-present

-Co-Chair, School Counselor Education Regulation Changes Committee, 2014-present

-Lead Writer, School Counseling and School Counselor Education Regulation Changes draft documents, 2015

North Atlantic Region Association of Counselor Educators and Supervisors (NARACES)

-Past-President, 2011-12

-President, 2010-11

-Conference Coordinator (New Brunswick, NJ), 2010

-President-Elect, 2009-10

-Conference Planning, 2006-10

-Task Force on Globalization, Internationalization, and Diversity, 2005-06

Professional School Counseling (USA)

-Editorial Board member, 2004-10

Reviewer, American Counseling Association (ACA)

- Group Counseling with LGBTQIA Persons Across the Lifespan* (2015, Goodrich & Luke)
- ACA Advocacy Competencies* (2009, Lewis, Ratts, & Toporek)

SERVICE AND PROFESSIONAL MEMBERSHIPS: (cont.)

Reviewer, Corwin Press:

- Achieving excellence in school counseling: Measuring motivation, self-direction, self-knowledge, and relationships* (2014, Squier, Nailor, & Carey)
- School, community, and family partnerships: Your handbook for action* (4th ed) (2014, Epstein & Associates)
- Cyber kids, cyber bullying, cyber balance* (2010, Trolley & Hanel)
- Thinking and acting like a solution-focused school counselor* (2009, Parsons)
- Thinking and acting like an eclectic school counselor* (2009, Parsons)
- School counseling to close the achievement gap* (2007, Holcomb-McCoy)

Reviewer, Oxford University Press

- *Sexual orientation, gender identity, and schooling: The nexus of research, practice, and policy* (2015, Russell & Horn)

White House School Counseling and College Advising/Reach Higher Initiative

- Co-chair, NY delegation (NYCCCCC) , 2014-2017.

Cecelia Anne Cutler**Primary Affiliation:**

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Department of Middle and High School Education
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 Bronx, New York 10468
 718.960.8896
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Other Affiliations:

CUNY Graduate Center Linguistics Department
 365 Fifth Avenue, Room 7400
 New York, NY 10016
CCutler@gc.cuny.edu

CUNY Graduate Center- Latin American, Iberian
 and Latino Cultures (LAILAC)
 365 Fifth Avenue, Room 4200
 New York, NY 10016

University of Oslo - Center for
 Multilingualism in Society across the
 Lifespan (MultiLing)
 Henrik Vergelands hus
 Niels Henrik Abels vei 36
 0313 Oslo, Norway

Research group:

New York City English Research
 Group (NYCERG)

HIGHER EDUCATION**A. DEGREES**

<u>Institution</u>	<u>Dates</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
New York University	1996-2002	Ph.D., Linguistics	May, 2002
New York University	1996-1999	M.A., Linguistics	Sep., 1999
New York University	1990-1992	M.Ed., Int'l Ed.	May, 1992
Barnard College	1984-1987	B.A., German	May, 1987

B. Additional Higher Education and/or Education in Progress

- Writing Across the Curriculum, Fall-Spring 2013-14
- Smart Board training, Fall 2011
- Gender Equity Project Workshop, Spring 2009

EXPERIENCE**A. TEACHING**

<u>Institution</u>	<u>Dates</u>	<u>Rank/Position</u>	<u>Department</u>
CUNY, Lehman College	2017- (Fall)	Professor	Middle & High School Ed. (MHSE)

CUNY, Graduate Center	2016- (Fall)	Affiliated faculty	Latin Am., Iberian, & Latino Cultu
CUNY, Lehman College	2012-17	Associate Professor	Middle & High School Ed. (MHSE)
CUNY, Graduate Center	2009 (Fall)	Affiliated faculty	Linguistics Department
CUNY, Lehman College	2008-2012	Assistant Professor	Middle & High School Ed. (MHSE)
CUNY, Lehman College	2006-2008	Sub. Asst. Professor	Middle & High School Ed. (MHSE)
SUNY, Stony Brook	2003-2006	Visiting Asst. Professor	Linguistics Department
Long Island University	1997-2003	Adjunct Instructor	Education Department
New York University	1998-2002	Adjunct Instructor	Linguistics Department
Brooklyn Technical H.S.	1992-1996	Teacher	Social Studies Department

ACADEMIC AND PROFESSIONAL HONORS

- 2017 Advanced Research Collaborative (ARC) Distinguished Fellowship, CUNY Graduate Center (Fall 2017).
- 2016- Affiliate of MultiLing Center for Research on Bilingual Across the Lifespan, University of Oslo, Norway.
2016 Visiting Researcher: Multiling Center for Research on Bilingual Across the Lifespan, University of Oslo, Norway (April 2016).
- 2015 Visiting Researcher: Multiling Center for Research on Bilingual Across the Lifespan, University of Oslo, Norway (October 2015).
- 2014 Visiting Researcher: Multiling Center for Research on Bilingual Across the Lifespan, University of Oslo, Norway (May 15-June 15).
- 2012 Faculty Recognition Award for Scholarship/Research Award, Lehman College.
- 2010 Faculty Fellowship Publication Program, City University of New York.
- 2000-01 Dean's Dissertation Fellowship, New York University
- 1998 Max Talmey Prize for Linguistic Fieldwork Research in the Turks and Caicos Islands, New York University.

PUBLICATIONS (last seven years)

Mongraphs and Edited Volumes (3)

Cutler, C. & U. Rønyneland (eds.) (Sept. 2018). *Multilingual Youth Language in Computer Mediated Communication (CMC)*. Cambridge University Press.

Cutler, C., Vrzic, Z. & Angermeyer, P. (eds.) (2017). *Language Contact in Africa and the African Diaspora in the Americas*. John Benjamins. (summer)

Cutler, C. (2014) *White Hip-Hoppers, Language and Identity in Post-Modern America*. New York: Routledge.

Refereed Journal Articles (4)

Cutler, C. (2015). White Hip-hoppers. *Language and Linguistics Compass*, 9, 229–242.

Levey, S, Fligor, B. J., Cutler, C., & Harushimana, I. (2013). Listening levels of portable music player users: music and cultural differences. *Journal of Noise and Health*. 15(66), 296-300.

Taylor, S. & Cutler, C. (2016). Introduction: Showcasing the translingual SL/FL classroom: strategies, practices, and beliefs. Special Issue, *Canadian Modern Language Review* 72(4): 389-404.

Taylor, S. & Cutler, C. (eds.) (2016). Showcasing the translingual SL/FL classroom: strategies, practices, and beliefs Special Issue, *Canadian Modern Language Review* 72(4): 389-580.

Book Chapters (6)

Cutler, C. (2018). “Pink chess gring gous”: discursive and orthographic resistance among bilingual Chicano rap fans on YouTube. In Cutler, C. and Røyneland, U. (eds.) *Multilingual Youth Language in Computer Mediated Communication (CMC)*. Cambridge University Press.

Cutler, C. & U. Røyneland (2018). Introduction: Multilingualism in the digital sphere: the diverse practices of youth online. In Cutler, C. & Røyneland, U., *Multilingual Youth Language in Computer Mediated Communication (CMC)*. Cambridge University Press.

Book Chapters (continued)

Angermeyer, P., Cutler, C., Vrzic, Z. (eds.) (2017). Introduction. In Cutler, Vrzic, & Angermeyer (eds.). *Language Contact in Africa and the African Diaspora in the Americas*. John Benjamins. 1-19.

Cutler, C. (2016). Ets jast ma boooooooooooooo”: the social meanings of Scottish accents in contemporary animated children’s films. In Lauren Squires (ed.), *Attitudes to Varieties of English: a Global Perspective. Topics in English Linguistics*. De Gruyter Mouton. 69-98.

Cutler, C. & U. Røyneland (2015). Where the fuck am I from?: Hip Hop youth and the (re)negotiation of language and identity in Norway and the US. In Svendsen, B. & Nortier, J. (eds.) *Adolescents in multilingual contexts in Europe and beyond*. Cambridge University Press. 139-163.

Cutler, C. (2014). Accentedness, “Passing” and Crossing. In John Levis and Alene Moyer (eds.). *Social Influences in L2 Pronunciation*. De Gruyter Mouton. 145-167.

PH.D. Thesis Title:

Cutler, C. (2002). Crossing over: white teenagers, hip-hop and African American English.

PUBLICATIONS (Prior to last seven years) (21)

Refereed Journals (12)

- Guy, G. & C. Cutler (2011). Speech Style and Authenticity: Quantitative Evidence for the Performance of Identity. *Language Variation and Change*, 23(1), 139-162.
- Cutler, C. (2010a). Hip-Hop, White Immigrant Youth, and African American Vernacular English: Accommodation as an Identity Choice. *Journal of English Linguistics*, 38(3), 248-269.
- Cutler, C. (2008a). Brooklyn Style: hip-hop markers and racial affiliation among European immigrants. *International Journal of Bilingualism*, 12(1-2), 7-24.
- Cutler, C. (2007a). The Co-construction of Whiteness in an MC Battle. *Pragmatics*, 17(1), 9-22.
- Cutler, C. (2007b). Hip hop language in sociolinguistics and beyond. *Language and Linguistics Compass*, 1(5), 519-538. <http://www.linguistics-compass.com>.
- Cutler, C. (2003). Keepin' it real: white hip hoppers' discourse on language, race, and authenticity. *Journal of Linguistic Anthropology*, 13(2), 1-23.
- Blake, R. & Cutler, C. (2003). Teachers' Attitudes towards African American English. *Linguistics and Education*, 14(2), 163-194.
- Cutler, C. (2003). The authentic speaker revisited: A look at ethnic perception data from white hip hoppers. Papers from New Ways of Analyzing Variation (NWAV31). *University of Pennsylvania Working Papers in Linguistics* 9(2), 49-60.
- Cutler, C. (2000). Chanter en yaourt: Pop Music and Language Choice in France. *Popular Music and Society*, 24(3), 121-137.
- Cutler, C. (1999). Yorkville Crossing: A case study of hip hop and the language of a white middle class teenager in New York City. *Journal of Sociolinguistics*, 3(4), 428-442.
- Cutler, C. (1997b). Yorkville Crossing: The influence of hip hop on the speech of a white middle class teenager in New York City. *Occasional Papers in Language and Urban Culture*, Centre for Applied Linguistic Research, Thames Valley University.
- Cutler, C. (1997a). Yorkville Crossing: The influence of hip hop on the speech of a white middle class teenager in New York City. *University of Pennsylvania Working Papers in Linguistics*, 4(1), 371-398.

Book Chapters (prior to last seven years) (8)

- DelliCarpini, M., Cutler, C., Gulla, A. N., Kelly, A., Shiller, J., & Smith, J. (2012). Teacher education that works: Collaboration between TESOL and content-based education faculty to better prepare future teachers. In A. Honigsfeld & A. Cohan (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students*. Lanham, MD: Rowman & Littlefield Education. 219-28.
- Cutler, C. (2010b). She's so hood: ghetto authenticity on the White Rapper Show. In M. Terkourafi (Ed.), *The language(s) of global hip-hop*. New York: Continuum. 300-328.
- Cutler, C. (2009). Yorkville Crossing: White teens, Hip-Hop and African American English. In N. Coupland & A. Jaworski (Eds.), *The New Sociolinguistics Reader*. New York: Palgrave MacMillan. 299-310.

- Cutler, C. (2008b). "You Shouldn't Be Rappin', You Should Be Skate Boardin' the X-Games" The Co-construction of Whiteness in an MC Battle. In A. Ibrahim, A. Alim, & A. Pennycook (Eds.), *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language*. New York: Taylor & Francis. 79-94.
- Cutler, C., Hackert, S. & Seymour, C. (2006). Bermuda and the Bahamas area — The Turks and Caicos Islands. In P. Trudgill (ed.), *Sociolinguistics Handbook*. Berlin: Mouton de Gruyter. 2066-2073.
- Cutler, C. (2003). Chanter en yaourt: Pop Music and Language Choice in France. In H. Berger and M. Carroll (Eds.), *Global Pop, Local Language*. Jackson, MS: University of Mississippi Press. 329-348.
- Cutler, C. (2003). Yorkville Crossing: A case study of hip hop and the language of a white middle class teenager in New York City. Roxy Harris and Ben Rampton (Eds.), *Language, Ethnicity & Race: A Reader*. Routledge, 314-327.
- Cutler, C. (2003). A Study of Turks Island English. In Michael Aceto (ed.) *Englishes of the Eastern Caribbean*. Amsterdam: John Benjamins, 51-80.

Book Reviews (4)

- Cutler, C. (2007c). Review of Samy Alim, 2004. You know my Steez: an ethnographic and sociolinguistic study of styleshifting in a Black American speech community. *Language in Society*, 36(2), 303-307.
- Cutler, C. (2006b). Review of Collins, J. and R. Blot. 2003. Literacy and Literacies: Texts, Power, and Identity. *The Journal of Linguistic Anthropology*, 16(2), 282-283.
- Cutler, C. (2005). Review of Marcel Danesi, 2003. My Son is an Alien: A Cultural Portrait of Today's Youth. *Language in Society*, 34(4), 655-658.
- Cutler, C. (2002). Review of Oakes, Leigh, 2001. *Language and National Identity: Comparing France and Sweden*. John Benjamins Publishing Company. Linguistlist <http://linguistlist.org/issues/13/13-1405.html>.

Encyclopedia Entries (1)

- Cutler, C. (2006a). Subcultures and Countercultures. In the *Encyclopedia of Language and Linguistics*, 2nd Edition, Keith Brown (Ed.). Oxford: Elsevier. 236-239.

UNPUBLISHED WORK

a. Works accepted for publication

- Cutler, C. & Sonya, F. Refocusing blackness and whiteness in studies of sociolinguistic variation. In Yaeger-Dror, M., Cieri, C. and Winslow, L. (eds.). *Archiving Sociolinguistic Data*. Oxford University Press.

Cutler, C. (exp. 2020) 'I officially need a New York accent': metapragmatic comments and orthographic performances on YouTube. Special Issue on World Englishes and Digital Communication for *World Englishes*, Jamie Shinhee Lee (editor).

b. Works submitted for publication

c. Works in progress

Haddican, B., C. Cutler, M. Newman, and C. Tortora. Aspects of change in New York City English short-a (journal article manuscript).

Cutler, C. (editor). *Writing dialects online*, Palgrave. (book proposal in development)

Tortora, C., C. Cutler, W. Haddican, M. Newman, B. Santorini, & C.E.A Diertani. in progress. Corpus of New York City English (CUNY-CoNYCE). (data collection completed; data compilation and processing in progress)

Public outreach project for the Corpus of New York City English (website, public lectures, school curricula)

Survey on New York City English (ongoing data collection)

Cutler, C. *Sociolinguistics for Educators* (textbook). Cambridge University Press. (proposal in development)

Cutler, C. Getting (white) trashed on reality TV: hip-hop and the racialized politics of legitimacy. *Journal of Sociology*.

Cutler, C. Attitudes towards Spanish among undergraduates. *Lingüística Española*.

CONFERENCE PRESENTATIONS AND TALKS (last 7 years)

Invited Talks and Presentations

2019 Labelling ethnolects: challenges and potentials in light of the “principle of error correction”. Presentation given at the Language in Society seminar on Activism and the Role of the Scholar. Inter-University Center, Dubrovnik, Croatia (Sept. 16-20, 2019).

2018 “therez a lobsta in da refrigerata”: metapragmatic representations of English in New York City. Spring 2018 CUNY Linguistics Colloquium Series. City University of New York, The Graduate Center. March 15, 2018.

2018 “Pink chess gring gous”: discursive and orthographic resistance among Mexican-American rap fans on YouTube. Talk presented at the New School, New York City, Feb. 15, 2018. Video: https://www.youtube.com/watch?v=RUI0wNA_g4g&feature=youtu.be

- 2018 Language and Linguistics (with a focus on New York City English). Talk presented for a cohort of inmates earning their associates degree at the Coxsackie Correctional Facility, Jan. 10, 2018 organized by the Bard Prison Initiative (Pamela Wallace).
- 2017 Corpus of New York City English (CoNYCE) Outreach Project. Sharing data and findings from the CoNYCE with the public. Talk presented at Advanced Research Collaborative, City University of New York (Oct. 12)
- 2016 “Puro Guanajuato!!!! BITCHES!!”: Place identity in YouTube Comments. Keynote speaker, SØNE Conference, April 21-22, University of Oslo, Center for Multilingualism.
- 2016 “People don’t see me as white”: the role of appearance in dialect acquisition. Paper presented at the Workshop on Dialect Acquisition. University of Oslo, Center for Multilingualism, April 13-15.
- 2014 No soy de aquí, no soy de allá: Chicano rappers’ discursive expressions of identity, alienation and place in the US context. Paper presented at the Computer Mediated Communication Workshop at Center for Multilingualism in Society across the Lifespan, University of Oslo (June 12).
- 2014 The emerging social meanings of Scottish accents in contemporary animated children’s films. Talk given at Multiling, Center for Multilingualism across the Lifespan, Oslo, Norway. June 10, 2014.
- 2012 (Keynote speaker). The linguistic and discursive projection of local identities in hip hop. Linguistics Hunter Undergraduate Linguistics and Language Studies Conference (HULLS 2), Hunter College, New York, May 5, 2012.
- 2012 Got some things poppin’ off: the contextualized meanings of heteroglossia in YouTube vlogs. Workshop on Linguistic Heterogeneity and Heteroglossic Practices, University of Chicago, Feb. 24th.

Refereed Conference Presentations

- 2019 “EYYYY MAHHHHH”: Metapragmatic responses to New York City English on YouTube. Panel: Identity perspectives from peripheries, organized by Yoshiko Matsumoto & Jan-Ola Östman. The 16th International Pragmatics Conference. The Hong Kong Polytechnical University. June 9-14, 2019.
- 2018 “There’s a lobsta in the refridgerata”: metapragmatic representations of English in New York City. Paper presented at Sociolinguistics Symposium 22, June 27-30, Auckland, New Zealand.
- 2017 Youz guyz gotta addz the z’s at the end’z of ya’z woidz, seez!: quantitative analysis of attitudes towards New York City English on YouTube. Poster presented at the New Ways of Analyzing Variation conference, Nov. 2-5, University of Wisconsin (Madison).
- 2017 Metapragmatic commentary on New York City English on YouTube. Paper presented at the Symposium on Identity, Oct. 26-27, Hofstra University.

Refereed Conference Presentations (continued)

- 2015 Mexican-American Hip hop as a force for social identity formation and consciousness-raising among Latino Youth. Invited panel on “Hip-hop as a site of pedagogy”: Implications of hip-hop culture for local pedagogies. The Sociolinguistics of Globalization: (De)centring and (de)standardization. Hong Kong University. June 3-6, 2015.
- 2013 “Hi, I’m Andre and I’m a Black Nerd”: stylistic variation and gesture as metapragmatic social commentary in YouTube comedy routines. Paper presented at NWAV 42, Carnegie Mellon University, October 17-20, 2013
- 2013 “Ets jast ma boooooooooooooo”: the social meanings of Scottish accents in contemporary animated children’s films. Paper presented at the Fifth International Conference on the Linguistics of Contemporary English 5, U. of Texas, Austin. September 25-29, 2013.
- 2013 “No soy de aquí, no soy de allá”: immigrant rappers’ discursive expressions of identity, alienation and place in the US context. Paper presented at the International Society for Language Studies (ISLS). San Juan, Puerto Rico. June 12-15, 2013.
- 2012 “Mi hijo será presidente de este pinche país”: Chicano rap and the politics of language choice. Paper presented at NWAV 41, University of Indiana, Bloomington, October 26, 2012.
- 2012 The privileging of urban neighborhood identities in US hip-hop. Sociolinguistics Symposium 19, Freie Universität, Berlin. Aug. 21-24, 2012.
- 2012 Teachers’ attitudes towards the use of LOTEs in the classroom. TESOL Symposium, Philadelphia. March 29, 2012.

CONFERENCE PANELS and WORKSHOPS ORGANIZED

- 2019 (with Zvezdana Vrzic and Unn Røyneland). Course co-organizer for *Language and Society* course on Activism and the Role of the Scholar. Inter University Centre, Dubrovnik, Croatia. Sept. 16-20, 2019. Participants: Alastair Pennycook, Elana Shohamy, Anđel Starčević, Ana Deumert, Nkululeko Mbandla, Anne-Birgitta Nilsen, Lenore Grenoble, H. Samy Alim, Quentin Williams, Bjørn Ramberg, Susan Dieleman, Leonie Cornips, Haley de Korne. <https://www.iuc.hr/about.php>
- 2018 (with Unn Røyneland) Workshop on Multilingual youth practices in computer mediated communication, Oct. 5, 2018. CUNY Graduate Center.
- 2018 (with C. Tortora, B. Haddican, and M. Newman). NWAV panel/workshop on NYCE. Working with undergraduates on large urban corpora. October 18, 2018.
- 2013 Language and Identity Trajectories among Immigrant Youth in the US. International Society for Language Studies (ISLS). June 12-15 (with Immaculée Harushimana and Janet Awokoya). San Juan, Puerto Rico
- 2012 Mother Tongue use in SL/FL classrooms: strategies, practices, and beliefs. TESOL Convention, Philadelphia, (with Zohreh Eslami, Leigh Garrison, David Schwarzer, and Elizabeth Ellis). March 27-31, 2012.

- 2011 Emergent Methodologies for Analyzing Youth Language Practices in New Media, NWA V 40, Georgetown University, (with Unn Røyne land, Matt Garley, and Karl Swinehart). October 28, 2011.

PROFESSIONAL APPEARANCES AND INTERVIEWS

- 2017 Panelist (with Renée Blake and Jamila Lyiscott at screening of Talking black in America, September 28th, Cantor Film Center, New York University.
- 2015 Phone interview with Washington Post reporter Jeff Guo regarding Iggy Azalea, linguistic appropriation and racial authenticity in Hip Hop culture (November 20, 2015). Story appeared Jan. 4, 2016: <https://www.washingtonpost.com/news/wonk/wp/2016/01/04/how-a-white-australian-rapper-mastered-her-blaccent/>
- 2013 Phone interviews with National Public Radio correspondent Gene Demby regarding race and language in America for Codeswitch blog (<http://www.npr.org/blogs/codeswitch/>) (March 1, 2013; March 29, 2013).
- 2010 Inquiry regarding the future of New York City English from Sam Roberts of the New York Times (Sept. 21, 2010).
- 2007 Phone interview with New York Times reporter for “The City” section, Katharine Greider regarding the linguistics of immigrants' negotiation of whiteness (Nov. 29, 2007).
- 2005 Appeared in P.B.S. documentary “Do You Speak American?” (McNeil Lehrer Productions), hosted by Robin McNeil. Aired nationally multiple times in 2005. (<http://www.pbs.org/speak/>)
- 2004 Panel discussion about P.B.S. documentary “Do You Speak American” (McNeil Lehrer Productions) for the English Speaking Union World Members Conference. New York City. October 6-9.

REFEREED CONFERENCE PRESENTATIONS (prior to last seven years)

- 2011 Mimesis and Alterity in recent American Hip-Hop. Invited talk for the Seminar on Language, Youth and Identity in the 21st Century, University of Oslo, (Norway), May 5, 2011.
- 2010 Getting (white) trashed on reality TV: hip-hop and the racialized politics of legitimacy. Panel: Camera Excreta: mediatized abjection and racialized recontextualizations. Paper presented at the 109th Annual Meeting of the American Anthropological Association Conference, New Orleans. November 17-21, 2010.
- 2010 Attitudes towards Spanish among undergraduates. Paper presented at the Sociolinguistics Symposium 18 (SS18). University of Southampton, UK. September 1-4.
- 2010 White Guilt, White Power, White Trash: complicating Whiteness on Reality TV. Paper presented at the International World Englishes conference. Vancouver, B.C. July 25-27.
- 2010 Hip-hop, White Immigrant Youth and AAVE: Accommodation as an identity choice. Invited speaker at the CUNY Graduate Center Linguistics Department Sociolinguistics Lunch, March 26, 2010.

- 2009 The Negotiation of Ethnolinguistic Identities among “White” Newcomers to the US. Paper presented at the 43rd Annual TESOL Convention, Denver, Colorado, March 26-28.
- 2008 Yo, I'm doper than you even if I am a skater: White rappers' self-authentication strategies in televised performance. Paper presented at the 107th Annual Meeting of the American Anthropological Association, San Francisco. Nov. 20.
- 2008 With Zarya A. Rubin, Jennifer Bass, Jeanette Betancourt, and Bill Z. Tan. Efficacy of Animated Television Series on Oral Health Knowledge in a Linguistically Isolated Population. Poster presented on May 4th at the Pediatric Academic Societies Meeting, Honolulu, Hawaii. May 3-6.
- 2007 (Plenary speaker) Stance and self-presentation on the White Rapper Show. Invited speaker at the Language and Hip-Hop Culture in a Globalizing World workshop at the University of Illinois, Champaign-Urbana, November 9, 2007.
- 2007 My neighbors are fierce: constructing authenticity on Ego Trip's (white) Rapper Show. 106th Annual American Anthropology Association Conference. Washington D.C. Nov. 28-Dec. 2, 2007.
- 2007 King of the 'burbs: language and authenticity on the White Rapper Show. Invited speaker at Miami University, Dayton, Ohio, September 20, 2007.
- 2007 Brooklyn Style: hip hop markers and racial affiliation among European immigrants. Invited speaker at Miami University, Dayton, Ohio, September 20, 2007.
- 2004 Tweenies, Teens and Middlescents: how does language map onto shifting conceptions of adolescence? Invited talk given at the Sociolinguistic Perspectives on Age Conference, New York University, November 12-13, 2004.
- 2006 Indexing whiteness: the use of ethnic markers in hip hop performance. Sociolinguistics Symposium 16 (SS16), Limerick, Ireland, July 6-8.
- 2006 Brooklyn Style: hip hop markers and racial affiliation among European immigrants. Sociolinguistics Symposium 16 (SS16), Limerick Ireland, July 6-8.

REFEREED CONFERENCE PRESENTATIONS (prior to last seven years, continued)

- 2005 When I came here, it was like, ‘You’re white.’ I was like, ‘I am?’: hip hop and the resistance to racialization among immigrant youth in New York City. Paper presented at NWAV 34, New York University. October 21-24.
- 2005 Interculturality and Stance in an MC Battle. Paper presented at the International Association of Applied Linguistics, Madison, Wisconsin. July 24-29.
- 2003 Keepin’ it real: white hip hoppers’ discourse on language, race and authenticity. Paper given at New York University Linguistics Department Colloquium Series, April 18.
- 2003 The Co-construction of Whiteness in an MC Battle. Paper presented at NWAV 33. Ann Arbor, MI, September 30-October 3.

- 2003 Speech Style and Authenticity: Quantitative Evidence for the Performance of Identity. Paper presented with Gregory Guy. Meeting of the Conference on New Ways of Analyzing Variation (NWAV 32), University of Pennsylvania, Oct. 9-12.
- 2003 Habitual 'does be' in the Turks and Caicos Islands: further evidence for decreolization as the source for habitual be in AAVE? Society for Pidgin and Creole Languages, Atlanta, Georgia. Jan. 2-4.
- 2002 The authentic speaker revisited: a look at ethnic perception data from white hip hoppers. Paper presented at NWAV 31, Stanford University, October 10-14.
- 2001 I consider myself 'blackinese': audience design and perceptions of ethnic identity. New York University Graduate Linguistics Forum, November 5.
- 1998 Using the Internet as a Source of Data: Case marking in coordinate NPs. Paper presented with John Singler, Philipp Angermeyer and Keith Fernandes at NWAV27, Athens, Georgia, October 1-3, 1998.
- 1998 Crossing and the Reproduction of Language Ideologies. Paper given on Styling the Other. Panel with Ben Rampton, Mary Bucholtz, Barbara Johnstone, Allan Bell, Claire Kramsch, Alan Firth, Volker Hinnenkamp, Dennis Day, and Jane Hill (discussant), at the 6th International Pragmatics Association: Reims, France, July 19-24.
- 1998 An Optimality Theoretical Account of Loanword Adaptation. Paper presented at the International Linguistics Association Bilingualism Conference: New York University, April 17-19, 1998.
- 1997 Teachers' Attitudes towards African American English. Paper presented at Annual Meeting of the Conference on New Ways of Analyzing Variation (NWAV 26) with Tony deFazio and Renée Blake: Quebec, Canada, October 23-26, 1997.
- 1997 The African American element in Turks Island English. Paper presented to the Working Group in Urban Sociolinguistics, New York University, April 10, 1997.
- 1996 Yorkville Crossing. Paper presented at New York University Linguistics Department Colloquium Series, Nov. 8, 1996.
- 1996 Yorkville Crossing. Paper presented at the Annual Meeting of the Conference on New Ways of Analyzing Variation (NWAV 25), Las Vegas, October 17-1, 1996.

DOCTORAL QUALIFYING PAPERS AND DISSERTATION SUPERVISION

Dissertation chair (CUNY Graduate Center)

- 2016-19 **Leo Schmitt**, (CUNY, Linguistics) Chinese Students' Use of English Names.2019
- 2016-19 **Eric Chambers** (CUNY, Linguistics) Construction of 'dumb jock' identity on a
BDSM internet forum
- 2016-19 **Nora Goldman** (CUNY, Linguistics) Feminist style shifting on Twitter
- 2015-18 **Wafa Bahri**, (CUNY, Linguistics) Revival of Tamzight language and culture post
2011

- 2015-18 **Syelle Graves**, (CUNY, Linguistics) Qualifying paper chair and dissertation committee chair. Topic: Dialectal variation and miscommunication in medical discourse.
- 2014-16 **Chun-Yi Peng**, (CUNY, Linguistics) Qualifying paper chair and dissertation committee chair. Topic: The effect on media on the perception of syntactic variation: A case study of the prepositional path construction in spoken Mandarin varieties.

Dissertation committee member

- 2018 **Allison Schaap**, (NYU, Linguistics) Language and identity practices among Long Island teenagers in a robotics club.
- 2016 **Michelle Johnson McSweeney**, (CUNY, Linguistics) Texting practices of long term English Language Learners as a measure of literacy.

Ph.D. Qualifying Papers/Exams (CUNY Graduate Center)

- 2019 **Ernesto Cuba Garcia** (CUNY, LAILAC) Language and gender crossing in Peru
- 2018 **John Flanagan** (CUNY, LAILAC) Afro-American: language practices and identity among African American Spanish speakers
- 2017 **Andrew McCormick** (CUNY, Linguistics) On Saying That and Saying How: A Communicative Perspective on English Complementizers
- 2018 **May Ahmar** (CUNY, Linguistics) Language Variation in Lebanese Twitter: politicians, celebrities, and political activists
- 2017 **Eric Chambers** (CUNY, Linguistics) Construction of 'dumb jock' identity on a BDSM internet forum
- 2016 **Nora Goldman** (CUNY, Linguistics) Feminist style shifting on Twitter
- 2015 **Wafa Bahri**, (CUNY, Linguistics) Influence of Berber on Tunisian Arabic
- 2014 **Chun-Yi Peng**, (CUNY, Linguistics) The effect on media on the perception of syntactic variation in Taiwan Mandarin among Chinese Mainlanders.
- 2013 **Leo Schmitt**, (CUNY, Linguistics) Chinese Students' Use of English Names.

M.A. Theses (CUNY Graduate Center)

- 2016 Jason Goldberg (CUNY, Linguistics)
- 2015 Brian Mawyer (MALS)
- 2015 Hanna Smokoski (CUNY, Linguistics)

CURRICULUM DEVELOPMENT**CUNY Graduate Center Linguistics Department**

- 2019 LING 76100: *Introduction to Sociolinguistics*. This course explores contemporary questions facing the field of sociolinguistics: What is the purpose of sociolinguistics? What theoretical and sociocultural questions does it address? What theories and new forms of data are sociolinguists analyzing in order to answer these questions? Should sociolinguists take an activist role in sharing their findings with the public? How are sociolinguists analyzing digital forms of communication and social media? In seminar style discussions, participants will engage with these questions through a series of readings and develop a research paper (or student-devised project) based on data, theories, and methodologies discussed in class.

- 2018 LING 79600: *Analyzing Discourse Data*. This course explores socially informed and critical approaches to analyzing language at the level of discourse (beyond the level of the sentence), including an overview of current theories and methods (e.g. Pragmatics, Interactional Sociolinguistics, Conversation analysis, Critical Discourse Analysis, and Computer-Mediated Discourse Analysis). With this set of tools, students will gain experience analyzing different forms of spoken and written texts such as conversations, service encounters, computer-mediated interaction, print/online news and other forms of public discourse such as political speeches, graffiti, and online media. Students will develop their own projects and present their research at the end of the semester focusing on (but not limited to) examinations of micro structural patterns across texts, coherence, turn-taking, word-formation processes, lexical choice, and translanguaging, or macro level phenomena such as speaker intentions, and socio-cultural meanings in relation to ideology, identity, power, and gender.
- 2016 LING 79500: *The Sociolinguistics of Computer Mediated Communication*. This course examines recent quantitative and qualitative research on language use, language attitudes ideologies, and practices in computer mediated communication (CMC). It focuses on youth language online, subcultures and fan communities, diasporic communities, changes in written language (related to representations of dialects and language play and creativity), multilingual practices, language play and creativity, expressions of gender and transgender identities, and other topics across various CMC platforms including Twitter, Facebook, online fora, microblogs, YouTube, blogs, and SMS/texting.
- 2014 LING 79300: *Language and Identity*. This course examines the role of language in the construction of social identity, with a special focus on Latino identities in the US. How much agency do people have in choosing and projecting their gender, sexual, racial, ethnic, class, and identities through linguistic, discursive, and other semiotic devices in interaction? How do individuals linguistically and discursively contest the ways in which they are imagined, defined and labeled by others? Students will gain an understanding of the different ways in which to consider the role of language in identity construction and develop their own ideas for continuing research in this area.
- 2012 LING 76100: *Sociolinguistics*. This graduate level course provides an overview of the field of sociolinguistics from its origins in dialectology and focus on the social stratification of linguistic variables across different social groups to more recent investigations of language variation based on aspects of identity such as ethnicity, gender, sexuality, and age. The course also examines contemporary research on language attitudes and ideologies, registers and styles, as well as languages in contact, globalization, World Englishes, and language use in New Media and Computer Mediated Communication.

CUNY Lehman College

- 2015 LNG 335: *Sociolinguistics: The sociology of language*. The interaction between language, culture, and society; issues of language diversity; the development of dialects, pidgins, and creoles. This class is an introduction to the field of sociolinguistics and sociolinguistic methodology. Students will examine prior sociolinguistic research and get hands-on experience with data collection and analysis.

CURRICULUM DEVELOPMENT (continued)

- 2013 ESC 790: *Applied Linguistics for Teachers*. This course examines critical issues in applied linguistics and sociolinguistics from the perspective of teachers. Topics covered include language and identity, classroom discourse analysis, code-switching, language rights, teachers' attitudes towards "non-standard" language, standard language ideologies, and school language policies. It considers new ways of viewing bilingual children, language learning in the classroom, non-native English teachers, and the connection between second language learning, culture, and identity.
- 2011 ESC 757: *Linguistics for TESOL/Bilingual Teachers*. The study of language, including phonetics/phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics, applied to the teaching of language and content to linguistically and culturally diverse students.
- 2008 LNG 337: *Conversational and Discourse Analysis*. Introduction to spoken and written conversational and discourse analysis with an overview of various psycholinguistic and sociolinguistic approaches. Application to teaching and research.
- 2008 LNG 340: *Pragmatics*. Study of language use relative to language structure and context. Theoretical perspectives on speech acts, presupposition, implicature, deixis, reference, definiteness, performatives, and their application to human communication and language instruction.

COURSES DEVELOPED AND TAUGHT***CUNY Graduate Center, Department of Linguistics***

- LING 79600: Analyzing Discourse Data
 LING 79500 Sociolinguistics of Computer Mediated Communication
 LING 79300 Language and Identity
 LING 76100 Sociolinguistics

Lehman College, Program in Linguistics

- LNG 335 Sociolinguistics

Lehman College, Department of Middle and High School Education

- ESC 706 Project Seminar 1 (Supervision of development of research or curriculum project).
 ESC 707 Project Seminar 2 (Supervision of completion of research or curriculum project).

Lehman College, Department of Middle and High School Education (continued)

- ESC 708 Project Seminar in Curriculum, Materials, and Assessment.
 ESC 725 Teaching English Grammar
 ESC 757 Linguistics for TESOL/Bilingual Teachers.
 ESC 759 Foundations of Bilingual/Bicultural Education.
 ESC 760 Second-Language Learning and Teaching (Second Language Acquisition).

COURSES DEVELOPED AND TAUGHT (continued)

- ESC 761 Teaching English as a Second Language to Adolescents and Adults.
 ESC 766 Teaching English as a Second Language Through the Content Areas.
 ESC 797 Student Teaching/Internship Supervision in TESOL.

Stony Brook University, Linguistics Department

- LIN 200 Language in the USA. Undergraduate core curriculum course on language variation in the United States.
- LIN 378 Content Based Language and Literacy Development. Undergraduate level TESOL methods course.
- LIN 524 TESOL Pedagogy: Theory and Practice. Graduate level TESOL methods course.
- LIN 529 Content Based Language and Literacy Development. Graduate level TESOL methods course.
- LIN 532 Second Language Acquisition. Graduate level linguistics course on theories regarding second language learning and teaching.
- LIN 541 Bilingualism. Graduate level course on theories and practical applications of research on bilingualism.

Long Island University, Department of Education

- TAL 864 Sociolinguistics and Education. Graduate sociolinguistics course for teachers.
- TAL 862 Methods of TESOL (NYC Teaching Fellows Program). Introduction to methods for teaching English Language Learners in the NYC public schools.
- TAL 804 Fundamentals of Linguistics. Graduate level introduction to linguistics for public school teachers serving English Language Learners.

New York University, Linguistics Department

- V61.0011 Sound and Language. Undergraduate level phonetics course.
- V61.0002 Language. Undergraduate introduction to linguistics course.

GRANTS RECEIVED**a. Multiple**

- 2016 National Science Foundation “Collaborative Research: A Corpus of New York City English: Aligned and Parsed.” (With Christina Tortora, Michael Newman, Beatrice Santorini, and Bill Haddican). (individual portion: \$180,533; total award: \$740,608). Fall 2016-Fall 2020. <http://grantome.com/grant/NSF/BCS-1630377>
- 2014 CUNY Collaborative Incentive Research Grant (CIRG) Program (With Christina Tortora, Michael Newman, and Bill Haddican). “Corpus of New York City English.” (\$29,976).

b. Individual

- 2015 PSC CUNY, Cycle 46 PSC-CUNY Research Award (\$3,480). Choosing Spanish: discursive projections of language and identity among Mexican-American youth
- 2010 PSC CUNY, Round 41. Award # 63217-00 41 (\$5,293). Teachers’ Attitudes towards the use of Languages Other than English in the Classroom.
- 2009 PSC-CUNY, Round 40, Award # PSC-CUNY Award # 60010-39 40. (\$2,680). For completing book proposal for a textbook on sociolinguistics for educators.

- 2008 PSC-CUNY, Round 39, Award # 61338-00 39, (\$2,425). Completion of journal article about language and identity construction on reality television (The White Rapper Show).
- 2000 New York University Equal Commission Mini-Grant for promotion of undergraduate relations with faculty.
- 1999 New York University Equal Commission Mini-Grant for promotion of undergraduate relations with faculty.
- 1997 Summer Research Grant for fieldwork in the Turks and Caicos Islands (British West Indies) from the Center for Latin American and Caribbean Studies, New York University.

SERVICE TO THE DEPARTMENT

- 2019 Math Education search committee chair
- 2013- P & B Committee Member
- 2011- Curriculum Committee Chair and Liaison to the Dean's Office
- 2008- Curriculum Committee
- 2011- TESOL advisement and program coordination (with Joye Smith)
- 2015 Educational Psychology search committee
- 2015 English Education search committee
- 2015 Social Studies Education search committee
- 2010-11 Committee on recycling (with David Fletcher)
- 2008-09 Coordinator for traditional M.S.Ed. and Advanced Certificate TESOL students.
- 2008-09 TESOL program coordinator for traditional M.Ed. students.
- 2008 Departmental subcommittee to resolve compensation for ESC 595-596 supervisors (w/ Serigne Gningue, Stanley Taback).

SERVICE TO THE SCHOOL OF EDUCATION

- 2019- QAS Committee member
- 2019- CAEP rejoinder (assisting Dr. Joye Smith)
- 2018- School of Education Quality Assurance System Group (QASP)
- 2014-15 EAS Test Module development with Joye Smith
- 2011- CAEP/NCATE Review Group Leader (Standard 4; Diversity)
- 2010- MHSE Curriculum Committee Department Liaison to the Division of Education
- 2010-11 Foreign Language Education Search Committee
- 2010-13 Liaison to Leonard Lief Library

SERVICE TO THE COLLEGE

- 2019 Presentation on methodology for Writer's 'bootcamp' organized by Alyse Anekstein (Feb. 8, 2019)
- 2014 Bronx Community College articulation agreement committee
- 2014 Ad hoc Committee on viability of a physical education program
- 2010- Linguistics Advisory Committee (LAC), Sandra Levey, Chair
- 2010-11 Research Advisory Board (RAB), Stephanie Endy, Chair
- 2009-10 Cancellation of Courses Focus Group

SERVICE TO THE UNIVERSITY

- 2019 PSC CUNY 50 grant reviewer
 2017- PSC CUNY 48 grant reviewer
 2014- Recruitment activities (MHSE, Linguistics Department-CUNY Graduate Center)
 2011- Faculty Liaison for the Sociolinguistics Lunch, CUNY Graduate Center, Linguistics Dept. speaker series.
 2009 Co-organizer of the Sociolinguistics Lunch at the CUNY Grad Center (a RISLUS Initiative).
 2009 Faculty advisor for M.A. theses, qualifying papers, and Ph.D. dissertations
 2009 Joined doctoral faculty at CUNY Graduate Center, Linguistics Department.
 2009 CUNY Gender Equity Project

SERVICE TO THE PROFESSION

- 2012- Scientific Committee for the International Symposium on Bilingualism 9 (ISB9)
 2012- Reviewer for Journal of Pidgin and Creole Languages
 2010- Reviewer for Discourse and Society
 2009- Editorial Board of TESOL Journal
 2009- Reviewer for *Language in Society*
 2009- Reviewer for *Pragmatics*
 2009- Reviewer for the *Journal of Linguistic Anthropology*
 2007- Reviewer for Journal of Language, Identity & Education
 2007- Reviewer for World Englishes

SERVICE TO THE PROFESSION (continued)

- 2006- Reviewer for *Journal of Sociolinguistics*
 2006- Abstract reviewer for Georgetown University Roundtable conference
 2005- Abstract reviewer for NWAV (New Ways of Analyzing Variation) conference

COMMUNITY SERVICE

- 2018 - AP Linguistics Committee, Linguistics Society of America
 2015 National Fulbright Screening Committee for Eastern Europe (Slovak Republic, Hungary)
 2014-17 The Exoneration Initiative, Expert Witness
 2013 National Fulbright Screening Committee for Eastern Europe (Bulgaria, Hungary)
 2012- Barnard College Mentorship Program
 2011-12 Chair, Education Committee, International School of Brooklyn
 2010-12 Education Committee, International School of Brooklyn

MEMBERSHIP IN PROFESSIONAL SOCIETIES

- 2010- Linguistic Society of America
 2010-11 International Association of World Englishes (IAWE)
 2008- TESOL (Teaching English to Speakers of Other Languages) International Organization.
 2004-5 Society for Endangered Languages
 1998-9 *International Pragmatics Association*

REFERENCES

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SCHOLARLY NETWORK SITES:

Orcid ID: 0000-0003-2292-0505

Academia.edu: <https://cuny.academia.edu/CeceCutler>

ResearchGate: https://www.researchgate.net/profile/Cecelia_Cutler

GoogleScholar: <https://scholar.google.com/citations?user=vqR6NHMAAAAJ&hl=en>

SHERRY L. DECKMAN

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 School of Education
 250 Bedford Park Boulevard West
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Scholarly network sites:

<https://scholar.google.com/citations?user=70gIqnwAAAAJ&hl=en>

<http://lehman.academia.edu/SherryDeckman>

Education

- 2013 **Harvard University, Graduate School of Education**, Cambridge, MA
- Ed.D. in Culture, Communities, and Education
 Dissertation: “Come as You Are: Negotiating Diversity and Authenticity in One Black Student Organization with a Multi-Racial Membership”
 Chair: Dr. Sara Lawrence-Lightfoot
- 2007 **Harvard University, Graduate School of Education**, Cambridge, MA
- Ed.M. in Education
- 2000 **University of Pennsylvania**, Philadelphia, PA
- B.A., magna cum laude, in Communications with minors in Spanish and Urban Studies

Academic Appointments and Experience

- 2015-present **Lehman College**, City University of New York, NY
- Assistant Professor, Middle and High School Education, School of Education
- Teaching Global History in Middle and High School (Undergraduate and Graduate)
 - Teaching U.S. History in Middle and High School (Undergraduate and Graduate)
 - Historical and Social Foundations of Education (Graduate)
 - Psychological Foundations of Education (New York City Teaching Fellows Program at Lemman College)
 - Independent Study in Educational Research (Undergraduate)
 - Transitional B Certification Field Experience Independent Study (Graduate)
 - Secondary Social Studies Student Teaching Supervision (Graduate and Undergraduate)

-
- Masters of Liberal Arts Individual Capstone Project Advising (Graduate)
 - Field Consultant (New York City Teaching Fellows Program at Leman College)

2018-present **Graduate Center**, City University of New York, NY

Affiliated Assistant Professor, Social Welfare Ph.D. Program,
Silberman School of Social Work at Hunter College

Affiliated Assistant Professor, Urban Education Ph.D. Program,

- The Hidden Curriculum of Gender and Sexuality in Schools: A Critical Race Theory Perspective / The Hidden Curriculum of Gender, Sexuality, and Race in Schools

2013-2015 **Ithaca College**, Ithaca, NY

Assistant Professor, Department of Education,
School of Humanities and Sciences

- Secondary English Language Arts Student Teaching Supervision
- Social and Cultural Foundations of Education
- Ithaca Seminar (First-Year Seminar): Becoming Boys and Girls in School: Gender, Sexuality, and Education
- Independent Study in Education Advisor
 - Textbook Analysis Research Project
 - Independent Reading Course on Rural Education
 - Fieldwork Experience at New Roots Charter School, Ithaca, NY
- Urban Field Experience Advisor, Frederick Douglass Academy, Harlem, NY (Secondary English Language Arts and Spanish)

2013 **Harvard University**, Cambridge, MA

Facilitator, Programs in Professional Education

- Enhancing Teacher Effectiveness in High Schools

2011-2013 **Harvard University**, Cambridge, MA

Teaching Consultant, Graduate School of Education

2010-2013 **Harvard University**, Cambridge, MA

Instructor in Education, Graduate School of Education

- Gender and Sexuality in Schools: School Climate and the Hidden Curriculum
- Power in Urban Schools

2007-2013 **Harvard University**, Cambridge, MA

Teaching Fellow, Graduate School of Education

- American Dilemmas: Everyday Struggles over Race and Equality in the U.S. Education
- Civic Identity and Education in a Multicultural Context

- Ecology of Education / The Sociology of Education: The Culture and Acculturation of Schools
- Everyday Anti-Racism for Educators
- Foundations of Urban Education
- Power in Urban Classrooms
- Writing like an Educator / Academic Writing at the Harvard Graduate School of Education
- Academic Writing Services (individual consultations)

2009-2011 **Teacher U at Hunter College**, New York, NY
 Online Adjunct Instructor, The City University of New York

- Child Development
- Diversity in the American School
- Educational Foundations

2006-2010 **Harvard University**, Cambridge, MA
 Practicum Advisor, Teacher Education Program, Graduate School of Education

- High School English Language Arts, Social Studies, Math, and Science

2011 **Teacher U at Hunter College**, New York, NY
 Course Manager, The City University of New York

- Child Development

Grants, Fellowships, and Awards

2019	PSC-CUNY Traditional A Grant (Cycle 50), \$3499.52
2019	Exemplary Online Course Award (First Place), Bronx EdTech Showcase
2019	Provost's Office Travel Award - Spring 2019, \$363.63
2019	PSC CUNY Travel Award 2018-19, \$323.20
2018	Transformative Teacher-Educator Fellowship, Arcadia University
2018	PSC-CUNY Traditional A Grant (Cycle 49), \$3499
2018	Faculty Fellowship Publishing Program, CUNY
2017	Shuster Award, Lehman College, \$360
2016	PSC-CUNY Traditional B Grant (Cycle 47), \$5984
2015	Ithaca College Mutual/Network Mentoring Micro Grant
2014	Ithaca Initiative Fund Conference Travel Grant
2014	Ithaca College School of Humanities and Sciences Faculty Travel Fund to Support

Students Presenting at Conferences Grant

2014	Ithaca College Summer Research Grant
2013	Ed.D. Program Commencement Class Marshal, Harvard Graduate School of Education
2013	Star Family Prize for Excellence in Advising, Harvard College
2012-2013	Hauser Initiative for Learning & Teaching Grant (with Professor Meira Levinson), Harvard University
2010	Distinguished Research in Teacher Education, Nominee for “But What Can I Do?: Three Necessary Tensions in Teaching Teachers about Race,” Association of Teacher Educators
2009	Award for Achievement in Instructional Technology for “Analytic Reading and Writing Tutorial,” Presidential Instructional Technology Fellows Program of Harvard University
2008	Crimson Summer Exchange Teaching Fellowship, Hong Kong and Hangzhou, China

Publications

Refereed Journal Articles

Blair, E. E., & **Deckman, S. L.** (2019). “We cannot imagine”: US Preservice teachers’ othering of trans and gender creative student experiences. *Teaching and Teacher Education*, 86(2019), 1-13. DOI: 10.1016/j.tate.2019.102915

Deckman, S. L., Fulmer, E. F., Kirby, K.**, Hoover, K.**, & Mackall, A. S. (2018). Numbers are just not enough: A critical analysis of race, gender, and sexuality in elementary and middle school health textbooks. *Educational Studies*, 54(3), 285-302. DOI: 10.1080/00131946.2017.1411261

Deckman, S. L. (2017). Managing race and race-ing management: Teachers’ stories of race and classroom conflict. *Teachers College Record*, 119(110306), 1-40.

- Article quoted in the “[Marshall Memo](#),” December 11, 2017.
- Article highlighted on the web video series, *The Voice*.

Pollock, M., Bocala, C., **Deckman, S. L.**, & Dickstein, S. (2016). Pushing back against a phantom: Caricaturing the requests of professional development for diversity. *Urban Education*, 51(6), 629-658.

Warikoo, N., & **Deckman, S. L.** (2014). Beyond the numbers: Institutional influences on experiences with diversity on elite college campuses. *Sociological Forum*, 29(4), 959-981.

Deckman, S. L. (2013). Leaving the space better than you found it through song: Music, diversity, and mission in one black student organization. *Harvard Educational Review*, 83(2), 279-294.

Pollock, M., **Deckman, S. L.**, Mira, M., & Shalaby, C. (2010). “But what can I do? Three necessary tensions in teaching teachers about race.” *Journal of Teacher Education*, 61, 211-222.

Edited Book

Brion-Meisels, G., Cooper, K., **Deckman, S. L.**, Dobbs, C., Francois, C., Nikundiwe, T., & Shalaby, C. (Eds.) (2010) *Humanizing Education: Critical Alternatives to Reform*. Cambridge, MA: Harvard Education Press.

Peer-Reviewed Book Chapter

Deckman, S. L., Fulmer, E. F., & Makepeace, N. N. (2016). Dangerous Black professor: Challenging the ghettoization of race in higher education through life texts pedagogy. In V. Stead (Ed.), *RIP Jim Crow: Fighting Racism through higher education policy, curriculum, and cultural interventions* (pp. 235-245). New York: Peter Lang.

Editor-Reviewed Book Chapters

Ohito, E. O., & **Deckman, S. L.** (2018). Feeling Black and blue in preservice teacher education: Encountering emotion and embodiment in antiracist teaching. In B. Ahad-Legardy and O. A. Poon (Eds.), *Difficult subjects: Insights and strategies for teaching about race, sexuality, and gender* (pp. 125-144). Sterling, VA: Stylus Publishing.

Deckman, S. L., & Montilla, B.** (2015). Being tall isn't exactly the same thing as being Black. In J. Martin (Ed.), *Racial Battle Fatigue: Insights from the Front Lines of Social Justice Advocacy* (pp. 55-65). Santa Barbara: Praeger Publishers.

Invited Book Chapters

Deckman, S. L. (2019). Looking back to move forward: A Black women's collective (re-)imagining and (re-)membering of hope and change. In I. Harushimana, R. Davis, & M. Alfred (Eds.), *A paradise to regain: Post-Obama insights from women educators of the Black diaspora* (289-295). Gorham, ME: Myers Education Press.

Deckman, S. L. (2013). Engaging critical diversity in educational reform. In H. J. Malone (Ed.), *Leading Educational Change* (pp. 68-72). New York: Teachers College Press. [Spanish edition, translated by M. Pimentel, published in Mexico City by Fondo de Cultura Económica, 2016]

Other Publications

Deckman, S. L., & Kinigstein, T.* (2018). Review of *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*. *Teachers College Record*.

Deckman, S. L. (2013, October 16). Asking the right questions versus knowing the right answers [Blog post]. *Education Week's Blogs: Perspectives on International Education Reform*.
http://blogs.edweek.org/edweek/international_perspectives/2013/10/asking_the_right_questions_vs_knowing_the_right_answers.html

Deckman, S. L. (2013). Music, diversity, and mission in one black student organization [Blog post]. *The Blog of Harvard Education Publishing*. <http://hepg.org/blog/101>

Deckman, S. L. with Blatt, J. (2012). *Parents & Teachers Together* [Booklet]. Burlington and Cambridge, MA: Walden Media and Harvard Graduate School of Education.

Deckman, S. L. (2011) Editor's Review of *The Best of the Best: Becoming Elite at an American Boarding School* and *Creating a Class: College Admissions and the Education of Elites*. *Harvard Educational Review*, 81(1), 140-147.

Work Accepted for Publication

Blair, E., & **Deckman, S. L.** (accepted). "Distressing" situations and differentiated interventions: Preservice teachers' imagined futures with trans and gender-creative identified students. *Teachers College Record*.

*Denotes graduate student collaborator.

**Denotes undergraduate student collaborator.

Selected Presentations and Invited Lectures

Conference Presentations

Deckman, S. L., & Ohito, E. O. (2019). Toward embodied humanizing pedagogies: Duo-ethnographically re-membering corporeal pedagogical encounters in social justice teacher education. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.

Quince, C., Deckman, S. L., Hsieh, B., & Navarro, O. (2019). Transforming teacher education by integrating the funds of knowledge of teachers of color, “‘Lift ev’ry voice and sing’: Narratives of teacher educators transforming practices for social justice” panel session. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.

Deckman, S. L. (2018). “400 Million Ways to Be Black”: Cross-class Coalition Building in One Black Undergraduate Student Organization, “Talking Across Class” panel session. Paper presented at the annual meeting of the American Sociological Association, Philadelphia, PA.

Blair, E. E., & Deckman, S. L. (2018). “We cannot imagine”: Preservice teachers’ distancing of trans* and gender creative identified student experiences. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Ohito, E. O., & Deckman, S. L. (2017). Toward humanizing pedagogies of embodiment: A duoethnographic re-membering of corporeal pedagogic encounters in teacher education. Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.

Blair, E. E., & Deckman, S. L. (2017). Accommodation, Education, or Systemic Transformation? Preservice Teachers’ Approaches to Including Trans*- and Gender-Creative-Identified Students. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Deckman, S. L., & Ohito, E. O. (2017). Feeling Black and Blue in Teacher Education: Negotiating Race, Embodiment, and Emotion With White Preservice Teachers. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Deckman, S. L., Alarcon, J., Shelton, L., Fulmer, E. F., Burgess, N.** (2017). Incorporating Emotionality and Embodiment in Antiracist Teacher Education. Alternative format session (practitioner inquiry) presented at 38th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Blair, E. E. & Deckman, S. (2016). “Where do we draw the line?”: Preservice Teachers’ Constructions of Trans* and Gender-Creative Identities. Presented at the American Anthropological Association Conference, Minneapolis, MN.

Deckman, S. L., & Neugebauer, S. R. (2016). Race and Management: Teachers' Stories of Racial Diversity and Classroom Conflict. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Blair, E. E., & Deckman, S. L. (2016). Preservice Teachers' Understandings of Trans* and Gender-Creative Identities (A Work in Progress). Paper presented at 37th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Hoover, K.*, Deckman, S. L., & Fulmer, E. F. (2015). Numbers are not Enough: Critical Examination of Race, Class, Gender, Sexuality, and Ability in Elementary and Middle School Health Textbooks. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Montilla, B.*, Lee, P.*, & Deckman, S. L. (2015). Complicating Empathy and Critical Perspective-Taking in Multicultural Teacher Education Coursework. Paper to be presented at the Harvard Graduate School of Education Alumni of Color Conference, Cambridge, MA.

Deckman, S. L. (2014). Doing Diversity Differently in One Black Student Organization. Paper presented at the American Anthropological Association Annual Meeting, Washington, DC.

Deckman, S. L., & Montilla, B.* (2014). Complicating Empathy and Critical Perspective-Taking in Multicultural Teacher Education Coursework. Workshop presented at the National Association of Multicultural Education Annual Conference, Tucson, AZ.

Hoover, K.*, Deckman, S. L., & Fulmer, E. F. (2014). Heteronormativity and Ableism in Elementary and Middle School Health Textbooks. Paper presented at the National Association of Multicultural Education Annual Conference, Tucson, AZ.

Warikoo, N. K., & Deckman, S. L. (2014). Beyond the Numbers: Institutional Influences on Experiences with Diversity on Elite College Campuses. Paper presented at the American Sociological Association Annual Meeting, San Francisco, CA.

Deckman, S. L. (2014). Work in Progress: Doing diversity differently in one black student organization. Paper presented at 35th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Deckman, S. L. (2011). Defining differences: Teachers' stories of race, class, and gender in their practice. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Pollock, M., Bocala, C., & Deckman, S. L. (2010). The real-time tensions and ironies of doing PD 'for diversity.' Paper presented at 31st Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Deckman, S. L. (2008). Gender talk and teacher practice. Paper presented at Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

Deckman, S. L. (2008). Everyday antiracism: Struggling toward 'preparation for diversity': What teachers want. Paper presented at Harvard Graduate School of Education Student Research

Conference, Cambridge, MA.

Deckman, S. L., & Misumeci, G. (2007). The moral dimension of KIPP and Teach For America teacher training. Paper presented at Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

*Denotes undergraduate student collaborator.

**Denotes graduate student collaborator.

Invited Talks and Panels

Deckman, S. L. (2019). Gender and Sexuality from a Critical Race Perspective. Invited lecture to Women's Voices class (Sandra Abramson, Diane Crothers, and Diane Reynolds, coordinators), Quest Program, City College, City University of New York.

Deckman, S. L. (2016). Race and classroom management. Invited lecture to teacher education class (Dr. Sabina Neugebauer), Loyola University, Chicago, IL.

Deckman, S. L. (2015, 2014, 2013). Using portraiture as a research methodology. Invited speaker for first-year doctoral research methods class, Harvard Graduate School of Education, Cambridge, MA.

Deckman, S. L. (2014). When Imitation is Not Appreciation: Making Sense of Cultural Appropriation in the Global Era. International Students Association, Ithaca, College.

Deckman, S. L. (2013). It all adds up: Exploring the role of micro-aggressions and -affirmations in engaging diverse students. Invited workshop for MassBay Community College Summer Institute, Wellesley Hills, MA.

Deckman, S. L. (2011). Innovation through research: Recharting the course of education policy and practice, Closing panel. Invited Panelist, Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

Deckman, S. L. (2010). Gender and schools. Invited lecture to teacher education class, Brown University, Providence, RI.

Deckman, S. L. (2003). Language activities that foster basic and practical communication abilities. Invited lecture for Fukuoka Prefecture Japan Exchange and Teaching Programme (JET) Mid-Year Seminar, Fukuoka, Japan.

Deckman, S. L. (2003). Getting beyond the language barrier: Strategies for working with English language learners. Invited workshop for Heads Up DC! Summer Training, Washington, DC.

Discussant

Building Culturally Responsive Teacher Communities through Collaborative Reflection, Paper Session, annual meeting of the American Educational Research Association, Washington, DC. (2016)

Portraiture in Action, Panel, Harvard Graduate School of Education Student Research Conference, Cambridge, MA. (2013)

Identity and Teacher Preparation, Roundtable, Harvard Graduate School of Education Student Research Conference, Cambridge, MA. (2011)

Civic and Moral Education Initiative Colloquium: Children who Choose Not to Eat Meat with Professor Paul Harris, Harvard Graduate School of Education, Cambridge, MA, 2010

Teachers' Experiences and Education, Harvard Graduate School of Education Student Research Conference, Cambridge, MA. (2010)

Culture and Identity Roundtable, Harvard Graduate School of Education Student Research Conference, Cambridge, MA. (2009)

Strivers Panel featuring Dr. Kenneth Manning, Temba Maqubela, Dr. Jeff Howard, Dr. Ronald Crutcher, and Robert Bridgeman, Harvard College Black Women's Association's Tribute to Black Men, Harvard University, Cambridge, MA. (2008)

Research Experience

School Textbook Depictions of Race, Class, Gender, and Sexuality

Co-principal Investigator (2014-2018) (Co-PI: Dr. Ellie Fitts Fulmer)

Conducted quantitative content and qualitative analyses with undergraduate supervisees.

Diversity and the Experiences of Elite Undergraduate Students

Research Assistant, (2009-2011) (PI: Dr. Natasha Warikoo)

Conducted interviews and qualitative coding for international interview study of 120 students.

Everyday Antiracism for Educators

Research Assistant (2007-2010) (PI: Dr. Mica Pollock)

Part of a research team for a multi-year, ethnographic observation study of pre-service, professional development for educators.

Finding Culture in Talk and Images

Research Assistant (2007-2009) (PI: Dr. Wendy Luttrell)

Conducted qualitative coding and editorial services for interview and photography study related to race, class, and gender, and childhood.

Civic Identity and Education in a Multicultural Context

Research Assistant (2007) (PI: Dr. Meira Levinson)

Conducted research on civic education in order to contribute to course syllabus Development.

Advising

Reader of Dissertation

- Madhusudhan Narayanana (Urban Education). City University of New York, Graduate

Center (2019).

- Mia Hood (Curriculum & Teaching), “‘We Flawless’: Adolescent Girls’ Readings of Femininity in Pop Culture.” Teachers College, Columbia University (2018).

Masters Capstone Advisement

- Diandra Samaroo (Master of Arts in Liberal Studies). City University of New York, Lehman College (2019).
- Oshea Moye (Master of Arts in Liberal Studies). City University of New York, Lehman College (2018).
- Shaquasia Spears (Master of Arts in Liberal Studies). City University of New York, Lehman College (2017).

Undergraduate Senior Thesis Advisor

- Griffin Gaffney (Social Studies 99), “The normal gay male: Understanding the same-sex orientation disclosure.” Harvard University (2013).

K-12 and Higher Education Administration Experience

- 2008-2013 **Sophomore Advising Coordinator**, Harvard College Advising Programs Office
Coordinate college house-based advising for approximately 130 sophomore students and 20 advisors annually
- 2007-2013 **Senior Resident Tutor**, Adams House, Harvard College
Advise undergraduate students and manage residential staff; areas of specialization: Public Service, Race Relations, and Education
- 2007 **School Director**, Teach For America Summer Training Institute
The Hunter School, Philadelphia, PA
Managed staff of seven in running summer school program for 350 students and 60 pre-service teacher trainees in grades K-8, all content areas
- 2004-2006 **Program Director**, Teach For America * New York City
Brooklyn, NY
Mentored 80 first- and second-year Teach For America teachers in New York City public schools over two years in grades pre-K-8, all content areas
- 2003-2004 **Assistant Language Teacher**, Japan Exchange and Teaching Programme
Jonan Senior High School, Fukuoka, Japan
Collaborated with a team of Japanese teachers to prepare and implement intermediate level English lessons and assessments for first-year high school students and coached 2 students to win English speech contests, earning all-expense paid educational trips to the United States as English Speaking Society co-advisor
- 2000-2003 **Classroom Teacher/Corps Member**, Teach for America * Metro D.C.

Coolidge Senior High School, District of Columbia Public Schools
 Spanish, Journalism, and English as a Second Language Teacher and
 Department Chair, Bilingual Service Provider, School-based Multicultural
 Coordinator

Editorial Service

2014-present	Editorial Advisory Board Member, <i>Journal for Multicultural Education</i> Reviewer (2015-2018)
2019	Reviewer, <i>Sociological Forum</i>
2019	Reviewer, <i>International Journal of Qualitative Studies in Education</i>
2019	Reviewer, <i>Educational Researcher</i>
2019	Reviewer, <i>Multicultural Perspectives</i>
2018-2019	Reviewer, <i>American Education Research Journal</i>
2018-2019	Reviewer, <i>The Elementary School Journal</i> (middle school- and culturally responsive practice-related content)
2017-2019	Reviewer, <i>Educational Studies</i>
2018	Reviewer, Routledge (social studies-related book manuscript)
2016-2017	Reviewer, <i>Teachers College Record</i>
2014, 2018	Reviewer, <i>Equity and Excellence in Education</i>
2014-2015	Reviewer, <i>Urban Education</i>
2008-2010	Editor, <i>Harvard Educational Review</i> Editorial Board Co-chair (2009-2010)

Leadership and Service

2019-present 2016-2018	Lehman College Transformative Practices & Restorative Justice Conference, Working Group Member
2019-present	Lehman College School of Education Technology Integration Group, Committee Member
2018-present	CUNY University Advisory Council on Diversity, Member
2018-present	MHSE Graduate Foundations Courses Coordinator, Lehman College, Department of Middle and High School Education

- 2017-present Guttman Transfer Scholarship, CUNY, Committee Member
- 2016-present MHSE Transitional B Certification Program Coordinator, Lehman College,
Department of Middle and High School Education
- 2016-present Lehman College Senate, Library, Technology, and Telecommunications
Committee Member
- 2015-present Social Studies Program Co-coordinator, Lehman College, Department of Middle
and High School Education
- 2019 Onsite Visit – Education Policy Initiative at Carolina, (EPIC), UNC Chapel Hill
and Lehman College, US PREP, Focus Group Participant
- 2019 Paraprofessional & Teacher Certification Info Series, Bronx Community
College, CUNY, Invited Speaker
- 2019 Bronx EdTech Showcase, Volunteer
- 2019 CUNY Faculty Diversity and Inclusion Conference, Planning Committee
Member
- 2019 American Educational Research Association Division, K – Teaching and
Teacher Education, Innovations in Research on Equity and Social Justice in
Teacher Education Award Committee Member
- 2019 Critical Educators for Social Justice, a Special Interest Group of the American
Educational Research Association, Outstanding Dissertation Committee Member
- 2019 Critical Educators for Social Justice, a Special Interest Group of the American
Educational Research Association, Early Career Scholars Forum Planning
Committee Member
- 2019 Lehman College Office of Online Education, Using Rubrics for More Effective
and Efficient Grading, Guest Presenter
- 2019 Lehman College, Wellness Based Writers Boot Camp Methodology Expert
Panel, Guest Speaker
- 2018-2019 East Side Community School Roundtable Judge and PBAT Evaluator (10th and
12th Grade U.S. History)
- 2018-2019, 2015-2016 COACHE Working Group Member, Lehman College
- 2017-2019 Lehman College Senate , Senator-at-Large

- 2018 School of Education and Library Faculty Research Advisory Board (SOE-L FRAB), Member
- 2018 Lehman College Fall Kick Off, Volunteer
- 2018 AERA Division K (Teacher Education) Pre-Conference Graduate Poster Session, Mentor
- 2018 Lancaster (Pennsylvania) Intermediate Unit 13 Curriculum Coordinators' Fall Seminar, New York City, Organizer and Presenter
- 2018 CUNY Faculty Diversity Dialogues, Participant Representative from Lehman College
- 2017 Lancaster (Pennsylvania) Intermediate Unit 13 Superintendents' Fall Study Council Trip, New York City, Organizer and Presenter
- 2017 Activism Teach-in and Fair, Sponsored by the Lehman College Student Government Association and PSC CUNY Social Justice Committee, Volunteer
- 2017 "Race, Teaching, and Learning," Roundtable Session Chair American Educational Research Association Annual Meeting, San Antonio, TX
- 2015-2017 Achievement First University Prep Career Day Guest Speaker
- 2016 Lehman College, Graduate Admissions Open House, "Introduction to being an Educator," Panelist
- 2016 Curriculum Committee Chair, Lehman College, Department of Middle and High School Education (Spring)
- 2016 "Inequalities in Higher Education," Roundtable Session Chair American Educational Research Association Annual Meeting, Washington, D.C.
- 2014-2015 First Year Residential Experience, Identities Theme, Senior Faculty Associate Ithaca College
- 2014 "Race, Gender, and Mobility in Higher Education," Paper Session Chair, American Anthropological Association Annual Meeting, Washington, DC
- 2014 "Critical Reflection for Change in Teacher Practice," Paper Session Chair American Educational Research Association Annual Meeting, Philadelphia, PA
- 2014 "Underrepresented and Underserved Students: A Focus on Institutional Assessment and Responsibility," Paper Session Chair, American Educational Research Association Annual Meeting, Philadelphia, PA

- 2013-2014 First Year Residential Experience, Power and Justice Theme, Faculty Associate
Ithaca College
- 2012 *Sophomore Reflections* Facilitator, Harvard College
- 2012 Strategic Planning Committee on Campus Community, Harvard College
- 2010, 2012 Community Conversations Facilitator, Harvard College Freshman Dean's Office
- 2012 Commencement Student Speech Contest Evaluator, Harvard Graduate School of
Education

Professional Memberships

- American Educational Research Association (AERA)
American Educational Studies Association (AESA)
American Sociological Association (ASA)
National Association for Multicultural Education (NAME)
National Council for the Social Studies (NCSS)

Janet R. DeSimone

Department of Counseling, Leadership, Literacy, and Special Education
 Lehman College
 250 Bedford Park Blvd. West
 Bronx, New York 10468

HIGHER EDUCATION:

A. Degrees

Institution	Dates Attended	Degree & Major	Date Conferred
St. John's University	2002-2004	Ed.D., Educational Administration and Supervision	2004
St. John's University	1999-2002	P.D., Educational Administration and Supervision	2002
SUNY New Paltz	1991-1994	M.A., English	1994
Marist College	1987-1991	B.A., Literature and Writing	1991

B. Additional Higher Education

Institution	Dates Attended	Degree & Major	Date Conferred
Harvard University	Summer 2005	Educational Leadership Certificate	2005

EXPERIENCE:

A. Teaching Duties

Institution	Dates	Rank	Department
Lehman College, City University of New York	2010-present	Associate Professor	Counseling, Leadership, Literacy, and Special Education
Lehman College, City University of New York	2005-2009	Assistant Professor	Counseling, Leadership, Literacy, and Special Education
St. John's University	2005-2008	Adjunct Instructor	Educational Administration and Instructional Supervision
Baruch College, CUNY	2005	Adjunct Assistant Professor	Educational Administration
Vaughn College	1998-	Adjunct Assistant Professor	Arts and Sciences

	2005		
Queensborough Community College, CUNY	1996- 1997	Adjunct Lecturer	Basic Skills
SUNY New Paltz	1991- 1993	Instructor	English

B. Administrative Duties

Institution	Dates	Title
Lehman College, City University of New York	2017-present	Chair, Counseling, Leadership, Literacy, and Special Education
Lehman College, City University of New York	2017-present	Organizational Leadership Program Coordinator
Lehman College, City University of New York	2005-2017	Educational Leadership Program Coordinator
Lehman College, City University of New York	Fall 2011; Fall 2012	Acting Chair, Counseling, Leadership, Literacy, and Special Education
Vaughn College	1998-2005	Assistant Vice President of Academic Affairs
Vaughn College	2000-2003	Director of Development
Vaughn College	1998-2000	Coordinator of Grants

ACADEMIC AND PROFESSIONAL HONORS:

CUNY Service Recognition (2017)

Lehman College's Mathematics Teacher Transformation Institute Advisory Board
(2009-2013)

St. John's University Administration and Supervision Award (2002)

St. John's University Academic Excellence (2000, 2001, 2002)

St. John's University Doctoral Student AERA Conference Funding Award (2003)

Vaughn College Employee of the Year Nominee (2002-2004)

SUNY New Paltz Teaching/Research Assistantship (1991-1993)

CERTIFICATIONS AND LICENSES:

New York State: English, Permanent, 7-12

New York State: School District Administrator, Permanent

New York State: School Administrator and Supervisor, Provisional (expired)

CURRICULUM DEVELOPMENT:

- 2015 Developed and submitted full proposal and curriculum for a new 30-credit (10 new courses) Master's Degree Program in Organizational Leadership
- 2009 Developed and submitted full proposal for a new 12-15-credit Advanced Certificate Extension Program in Educational Leadership (specifically School District Leader) to the New York State Education Department (approved by the New York State Education Department – August 2009)
- 2006-2007 Developed and submitted letter of intent, full proposal and curriculum for two Educational Leadership Graduate Programs:
 1) MEd/School Building Leader (11 courses; 33 credits)
 2) Advanced Certificate/School District Leader (10 courses; 30 credits)
 (both programs approved by the New York State Education Department – March 2007)
- 2005 Created writing-intensive LEH course – Ethics and Decision Making in Literature and Film

ACCREDITATION: REPORTS/REVIEWS:

- 2018-2019 Educational Leadership Constituent Council (CAEP division for educational leadership program accreditation) (supported program assessment, data analysis and written revisions) (pending national recognition renewal)
- 2014-2015 National Council for Accreditation of Teacher Education (NCATE) – Standard 2 (Assessment) Report (co-author)
- 2010-2011 Educational Leadership Constituent Council (NCATE division for educational leadership program accreditation) (submitted full program report with multiple course/program assessments and data analysis) – received national recognition in February 2012

PUBLICATIONS:

Refereed Articles:

- DeSimone, J. R., & Roberts, L.A. (2016). Fostering collaboration between preservice educational leadership and school counseling graduate candidates. *Journal of Counselor Preparation and Supervision*, 8(2).
- DeSimone, J. R., Maldonado, N. S., & Rodriguez, M. V. (2013) Attitudes about inclusion: Through the lens of practitioners. *Journal of Special Education Apprenticeship*, 2(1).
- DeSimone, J. R., & Fazal, M. (2011). ePortfolios in graduate educational leadership programs: A study of faculty perceptions and common practices. *Excelsior: Leadership in Teaching and Learning*, 6(1), 4-16.

Roberts, L., & DeSimone, J. R. (2010). Fostering a positive relationship between parents and educational staff throughout the IEP process. *Exceptional Individuals*, 34(4), 7-13.

Fazal, M. & DeSimone, J. R. (2010). ePortfolios in Educational Leadership Programs. *Academic Exchange Quarterly*.

DeSimone, J. R., Bouknight, T., & Chen-Hayes, S. F. (2010). Educational leadership and school counselor education programs collaborating to close PreK-12 achievement, opportunity and attainment gaps. *Excelsior: Leadership in Teaching and Learning*.

DeSimone, J. R. (2009). Principals' perceptions of the *No Child Left Behind's* Adequate Yearly Progress Requirement as it relates to students with special needs. *Journal of Education and Human Development*.

DeSimone, J. R. (2007). Secondary mathematics inclusion teachers: How well prepared are they to address the learning and social-behavioral needs of students with learning disabilities? *Exceptional Individuals*, 32(1), 14-19.

DeSimone, J. R., & Parmar, R. S. (2006). Issues and challenges for middle school mathematics teachers in inclusion classrooms. *School Science and Mathematics*, 106(8), 338-348.

DeSimone, J. R. (2006). An examination of middle school mathematics teachers' beliefs and knowledge about inclusion of students with learning disabilities. *Educational Resource Information Center*, [technical report] (online document ED494099).

DeSimone, J. R., & Parmar, R. S. (2006). Middle school mathematics teachers' beliefs about inclusion of students with learning disabilities. *Learning Disabilities Research & Practice*, 21, 98-110.

Book Chapters in Refereed Volumes:

Parmar, R. S., & DeSimone, J. R. (2006). Facilitating teacher collaboration in middle school mathematics classrooms with special-needs students. In M. Montague and A. K. Jitendra (Eds.), *Teaching Mathematics to Middle School Students With Learning Difficulties*, NY: Guilford.

Articles:

DeSimone, J. R. (1994). The rebirth of Custance: The Man of Law's Tale. *Gender in Literature: Issues, Perspectives, Language*, 6, 19-23.

DeSimone, J. R. (1993). Aimee Mann: Hushed no more. *The Island Ear*, Issue 375, 30.

DeSimone, J. R. (1993). Whatever (music review). *The Island Ear*, Issue 374, 11.

UNPUBLISHED WORK: (supported by evidence)

Works submitted for publication:

DeSimone, J. R. and Roberts, L. (under review). Non-profit leadership dispositions. *Journal of Nonprofit Education and Leadership*.

Works in Progress:

DeSimone, J. R. (in progress). Working on a special education leadership case study book.

PRESENTATIONS, REFEREED:

DeSimone, J. R. (February 7-10, 2018). Early Childhood Special Education Teachers' Beliefs About Inclusion: Implications for Preservice/Inservice Programs. National Annual Convention of the Council for Exceptional Children, Tampa, FL.

DeSimone, J. R. (November 2017). Beliefs About Inclusion: The Key to Preparing Early Childhood Special Education Teachers for Inclusive Classrooms. National Teacher Education Division of Council for Exceptional Children 40th Annual Conference, Savannah, GA.

DeSimone, J. R. , & Roberts, L. A. (October 2014). Fostering Collaboration between Preservice Educational Leadership and School Counseling Graduate Candidates. New York State School Counselor Association Conference, Albany, NY.

Roberts, L. A. , & DeSimone, J. R. (October 2014). Bridging the Gap between Preservice Educational Leaders and School Counselors through Collaboration and Reflective Dialogue. New York State Association of Teacher Educators and New York Association of Colleges for Teacher Educators Fall Conference, Saratoga, NY.

DeSimone, J.R., Maldonado, N., & Rodriguez, M. (November 2013). Ways of Thinking About the Inclusion of Young Children with Special Needs in General Education Programs. National Association of Early Childhood Teacher Educators 2013 Fall Conference, Washington, D.C.

DeSimone, J.R., Maldonado, N., & Rodriguez, M. (October 2013). Preparing Early Childhood Special Education Teachers for Inclusive Classrooms. New York State Council for Exception Children Convention, Melville, NY.

DeSimone, J.R., Maldonado, N., & Rodriguez, M. (November 2012). Beliefs and Attitudes about Inclusion: Through the Lens of Practitioners and Novices. 2012 New York State Council for Exception Children Convention, Saratoga, NY.

DeSimone, J. R., & Fazal, M. (October 2011). ePortfolios in Educational Leadership Programs: A National Study of Faculty Observations and Common Practices. New York State Association of Teacher Educators and New York Association of Colleges for Teacher Educators Fall Conference, Saratoga, NY.

Fazal, M., & DeSimone, J. R. (July 2011). ePortfolios in Educational Leadership Programs: Faculty Observations of “Best Practices”. The Association for Authentic, Experiential and Evidence-Based Learning World ePortfolio Summit, Boston, MA.

Roberts, L., & DeSimone, J. R. (May 2011). Promoting Collaborative Relationships between Parents and Schools throughout the IEP Process. National Institute for People with Disabilities Network 30th Annual International Conference, New York, NY.

Roberts, L., & DeSimone, J. R. (October 2010). Fostering Collaborative Relationships between Parents and Educational Staff throughout the IEP Process. New York State Council for Exceptional Children 2010 Annual Convention, Saratoga, NY.

DeSimone, J.R., Lieman, L., Reed, J. A., & Soto-Lozano, V. M. (April 2010). The Intersection of Assessment and Technology: Impact of ePortfolios in Graduate Education. 2010 Making Connections Mini Conference – Shifting the Paradigm: ePortfolio, Learning and Change, Long Island City, NY.

Fazal, M., DeSimone, J. R., & Lieman, L. (April 2010). Involving pre-service school leaders and teachers in assessing pilot electronic portfolio implementation. Society for Information Technology & Teacher Education 21st International Conference, San Diego, CA.

DeSimone, J. R., Fazal, M., & Lieman, L. (March 2010). Using ePortfolios to broaden preservice leaders’ perspectives on K-12 assessment. Association for Supervision and Curriculum Development 2010 National Conference, San Antonio, TX.

Member of Panel Discussion (March 2016). Sixth Annual Engaging Urban Commuter Students in Leadership Conference: Lehman College.

DeSimone, J.R., Maldonado, N., & Rodriguez, M. (March 2012). Beliefs and Attitudes about Inclusion: Through the Lens of Practitioners and Novices. Lehman College School of Education Presentation Series, Bronx, NY.

Fazal, M., DeSimone J. R., & Lieman, L. (October 2009). Using ePortfolios to assess preservice leaders’ learning and to broaden their perspectives on K-12 assessment. New York State Association of Teacher Educators and New York Association of Colleges for Teacher Educators 2009 Conference, Saratoga, NY.

DeSimone, J. R. (May 2009). Supporting co-teaching to improve the instruction of students with learning disabilities in mathematics inclusive classrooms. National Institute for People with Disabilities Network 30th Annual International Conference, New York, NY.

DeSimone, J. R. (November 2008). NCLB’s Adequate Yearly Progress for special needs students – principals’ perceptions. New York State Council for Exceptional Children Annual Convention, Verona, NY.

DeSimone, J. R. (October 2008). Promoting collaboration with *ALL* school stakeholders in educational leadership graduate programs. New York State Association of Teacher Educators and New York Association of Colleges for Teacher Educators Conference, Albany, NY.

DeSimone, J. R. (May 2008) Are secondary mathematics inclusion teachers prepared to address the learning and social-behavior needs of students with learning disabilities? National Institute for People with Disabilities Network 29th Annual International Conference in New York, NY.

DeSimone, J. R. (April 2007) Supporting teacher collaboration in middle school mathematics inclusive classrooms. New York State Association of Teacher Educators and New York Association of Colleges for Teacher Educators Conference, Saratoga, NY.

DeSimone, J. R. (November 2006). Supporting co-teaching in middle school mathematics classes. New York State Council for Exceptional Children Annual Convention, Albany, NY.

DeSimone, J. R. (April 2006). Including students with learning disabilities: What do middle school mathematics teachers believe, know, and teach? New York State Association of Teacher Educators and New York Association of Colleges for Teacher Educators Conference, Saratoga, NY.

DeSimone, J. R. (June 2006). Supporting general educators teaching inclusion. Conference on Inclusion sponsored by the New York City Task Force for Quality Inclusive Schooling.

DeSimone, J. R., & Parmar, R. S. (October 2005). Inclusion of students with learning disabilities – what do middle school mathematics teachers believe, know, and teach? New York State Council for Exceptional Children Annual Convention, Long Island, NY.

DeSimone, J. R., & Parmar, R. S. (April 2005). General educators' beliefs and practices about inclusion in middle school mathematics classrooms. National Annual Convention of the Council for Exceptional Children, Baltimore, MD.

DISSERTATION COMMITTEE MEMBER

2009 Eileen Valdes (St. John's University): Servant leadership--reversing the pyramid: Self-perceptions of principals and assistant principals.

GRANTS RECEIVED:

December 2016 School of Education Mid-career Scholarship Grant
To August 2017 to assist with current study, *Non-profit leadership dispositions*

June 2015 "Principal Pipeline Fellowships" - sponsored by Wallace Foundation to
June 2018 and New York City Department of Education) (NYC DOE)

- Educational Leadership (EDL) faculty have partnered with NYC DOE to choose Lehman EDL candidates as internship fellows and provide them with additional learning and networking experiences outside of the Lehman classroom
- Participated in a self-study process of Lehman's EDL Program with Wallace and NYC DOE staff

October 2011 Mid-career Scholarship Grant to study attitudes towards inclusion,
to June 2012 \$1000

- July 2010 to June 2011 PSC-CUNY Research Grant, *Using ePortfolios in Educational Leadership Graduate Programs: A Study of Faculty Perceptions and “Best Practices,”* \$3,000
- September 2009 to 2012 Lehman College: New York State/Wallace Foundation *Educational Leadership Program Enhancement Collaborative Project* (Baruch and Brooklyn Colleges, the NYC Leadership Academy and the NYC Department of Education), \$9,000 (approximately) (wrote Lehman portion)
- June 2006-2007 Lehman College: *Shuster Fellowship*, \$1,500
- September 2003 Vaughn College: US Department of Education *Upward Bound Program*, \$1,100,000
- August 2003 Vaughn College: National Science Foundation – *Computer, Science, Engineering and Mathematics Scholarship Program*, \$101,250
- August 2002 Vaughn College: National Science Foundation – *Computer, Science, Engineering and Mathematics Scholarship Program*, \$32,500
- September 2001 Vaughn College: National Science Foundation – *Computer, Science, Engineering and Mathematics Scholarship Program*, \$32,500

GRANTS SUBMITTED:

- March 2009 Lehman College: *Shuster Fellowship*, Using ePortfolios in the Educational Leadership Graduate Program, \$3,375 (not funded)

SERVICE:

Department

- Coordinator, Graduate Programs in Organizational Leadership (2018-present)
- Supervised CACREP Accreditation Site Visit (2018-2019)
- Member, Organizational Leadership Faculty Search Committee (2018-2019; 2019-present))
- Coordinator, Graduate Programs in Educational Leadership (2005-2018)
- Personnel and Budget Committee (2006-present)
- Acting Chairperson (fall semester; 2011 and 2012)
- Department Senator (2009-2011)
- Department Curriculum Committee (2005-2008)
- Open House department representative (2005-present)
- Student recruitment and retention activities (2005-present)
- Chair, Educational Leadership Faculty Search Committee (2007-2008; 2009-2010)
- Participated in other department faculty search processes (2007-2008; 2011-2012; 2012-2013; 2015-2016)

- Recruitment, orientation and supervision of Educational Leadership Adjunct Faculty (2005-present)

School

- Chair, Quality Assurance System Committee (2018-present)
- Chair, Assessment Committee, (2015-2018)
- Chair, NCATE Standard 2 Assessment Committee (2011-2015)
- Created and maintain direct response folio and culminating graduation ePortfolio template for the educational leadership program using *TaskStream* (2011-present)
- Assessment Task Force (2009-2010)
- ePortfolio Team (2007-2010)
- NCATE Steering Committee (2005-2007)
- NCATE Diversity Subcommittee (2005-2007)
- Research and Writers' Group (2005-2006)

College

- Member, Program and Curriculum Task Force, Strategic Planning (2019-present)
- Chair, Graduate Curriculum Committee (2009-present)
- Chair, Personnel and Budget Fellowship Committee (2017-2019)
- Middle States Site Visit (2019)
- Member, Campus Search Committee for Dean of Education (2017-2018)
- Member, Graduate School Focus Group (2012-2013)
- Member, Campus Search Committee for Dean of Education (2010-2011)
- Member, Graduate Appeals Committee (2006-2010)
- Middle States Subcommittee on Mission and Institutional Assessment (2006-2008)
- Member, Graduate Curriculum Committee (2006-2009)
- Member, Technology Fee Committee (2006-2008)
- Accepted to participate in *Writing Across the Curriculum* Program (2006)

CUNY

- Reviewer, PSC-CUNY grant (2011)

Community

- Selected Member, *Council For Exceptional Children* Honors Committee (2018-present)
- Reviewer, *Teacher Education Division of Council for Exceptional Children* Conference (2017-present)
- Reviewer, *Journal of School Leadership* (2016-present)
- Reviewer, *Excelsior: Leadership in Teaching and Learning* (2006-present)
- Reviewer, American Educational Research Association 2015 Conference: Administration, Organization and Leadership (Division A), School Improvement (2015)
- Reviewer, *TEACHING Exceptional Children* and *TEACHING Exceptional Children Plus* (2005-present)

MEMBERSHIP AND LEADERSHIP POSITIONS IN PROFESSIONAL SOCIETIES: (last five years only)

Association for Supervision and Curriculum Development (ASCD), member

American Educational Research Association (AERA), member

Division A: Administration

Special Interest Group – Learning and Teaching in Educational Leadership

Council for Exceptional Children (CEC), member

Teacher Education Division

Division for Learning Disabilities

Harriet R. Fayne

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250 Bedford Park Blvd. West
Bronx, New York 10468
Harriet.Fayne@lehman.cuny.edu

Education

Ph.D., Educational Psychology, Columbia University (1979)
M.Ed., Reading and Learning Disabilities, Teachers College, Columbia University (1977)
M.A., Special Education, Teachers College, Columbia University (1976)
M.A.T., Social Studies Education, Harvard University (1970)
B.A., American Studies, Barnard College (1969)

Senior Leadership Experience

2016-2018 Interim Provost and Senior Vice-President for Student Affairs, Lehman College, City University of New York (on leave August 15-January 24,2018)

- Selected by President Cruz to serve as his chief academic officer during the first year of Lehman’s “third presidency” (oversight of five schools, library, enrollment division, research/sponsored programs, and institutional research)
- Improved campus climate through clear, consistent and substantive communication: a weekly eDigest, bi-monthly open office hours held in the faculty dining room; and a carefully planned and executed January off-campus faculty retreat
- Identified promising recommendations from the campus prioritization project spearheaded by the former provost and made them actionable through allocation of incentive funds and focused efforts coordinated by the Deans Council and Provost Council (internationalization and global partnerships; experiential learning outcomes; online pedagogy; open educational resources; grant writing; engaged scholarship; adult learners; and outreach to our graduates)
- Established a “hub and spoke” system of service delivery with Office of the Provost as the technical assistance center and school administrative personnel as the providers of just-in-time support to faculty
- Developed a strategic plan for research in consultation with faculty advisory boards and the President’s Cabinet that incorporates faculty research, student research, scholarship of teaching and learning, and engaged scholarship

- Collaborated with chairs to articulate criteria and performance indicators for faculty evaluation and advancement that align with the College's mission and preserve disciplinary integrity
- Supported the enrollment division as it accelerated the pace of student success initiatives (seamless transfer agreements with the two Bronx community colleges; intrusive advising for seniors; and use of predictive analytics to determine course offerings) - six year graduation rates increased by 8.6%, transfer four year graduation rates by 7.5% and number of degrees/certificates awarded by 12% in FY18

2011-2016 Dean, School of Education, Lehman College, City University of New York

- Hired as the inaugural dean for the School of Education (oversight of three academic departments, three institutes/centers with a budget of \$12M, 46 FT faculty, 2500 graduate and undergraduate students)
- Used the accreditation process as a lever for change by refreshing the conceptual framework, engaging faculty in standards-based work groups, and celebrating the unique mission of the School of Education with a successful site visit as the culmination of three years of preparation
- Developed face-to-face and online interventions in order to increase the pass rate on teacher certification test scores
- Worked closely with an instructional design team to develop the School's first fully online certification program
- Fostered a culture of continuous improvement by migrating to an ePortfolio system, providing actionable data to program coordinators, and enhancing the assessment literacy skills of faculty through targeted professional development
- Used grant funding to pilot clinically rich, teacher residency programs and redesign student teaching and methods courses
- Expanded offerings with a new Master of Science in Organizational Leadership
- Increased the number of male teacher candidates by establishing a successful NYC Men Teach recruitment/retention program
- Enhanced the viability of teacher preparation programs by developing "minor to masters" programs for early childhood and childhood education and bringing back the NYC Teaching Fellows

2009-2011 Dean, School of Professional Studies and Graduate School, Otterbein University

- Selected to be the inaugural dean for the School of Professional Studies (oversight of five academic departments with a budget of \$7.3M, 57 FT

faculty, 1781 graduate and undergraduate students)

- Aligned strategic plans for each department with national and/or state standards
- Established School-based criteria and performance indicators for tenure and promotion
- Identified opportunities for inter-departmental collaboration (e.g., school nurse licensure, MBA/MSN course of study, equine therapy minor, masters in allied health)
- Codified graduate policies and procedures that paved the way for the first doctoral program at the University
- Established a joint nurse anesthesia master's program with a local hospital

Other Professional Experience

2019- Professor, Department of Counseling, Leadership, Literacy and Special Education
 2007-2009 Chair and Professor, Education Department, Otterbein College
 2002-2007 Professor, Education Department, Otterbein College
 1988-2002 Chair and Professor, Education Department, Otterbein College
 1985-1988 Associate Dean of Academic Affairs and Associate Professor of Education, Otterbein College
 1980-1985 Director, Reading/Study Center and Assistant Professor of Education, Otterbein College
 1979-1980 Research Associate, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University (half-time)
 1979-1980 Class Advisor, Dean of Studies Office, Barnard College and Supervisor, Undergraduate Research Projects (half-time)
 1977-1979 Research Assistant, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University
 1975-1977 Learning Disabilities Resource Room Teacher, Hewlett High School, Hewlett, NY
 1970-1974 Social Studies Teacher, Hewlett High School, Hewlett, NY

Publications

Collett, J., Dubetz, N., Fayne, H., Marshall, A., & Rothstein, A. (in press). Signature Practices in an Urban Residency Program: How are These Practices Evident in the Graduates' Classrooms. In J. Carinci, S. Meyer, and C. Jackson, Eds., Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students, Information Age Publishing.

Qian, G., Fayne, H.R. & Lieman, L. (2018). Faculty Investment in Student Success; A Four Year Investigation of edTPA Implementation. In J.E. Many & R. Bhatnagar, Eds., Implementing and Analyzing Performance Assessments in Teacher Education, Information Age Publishing.

Fayne, H., Coffey, D., Marshall, A., Dubetz, N., & Barra, A. (2017). Bronx Teachers for Bronx Schools: Lehman College's Elementary Teacher Residency Program. In R. Flessner, R. & D. Lecklider, Eds., The Power of Clinical Preparation in Teacher Education, Rowman and

Littlefield.

Fayne, H.R. & Qian, G. (2016). What Does It Mean to Be Student-Centered? An Institutional Case Study of edTPA Implementation, The New Educator, 12 (4), 311-321.

Fayne, H.R. (2014). Preparing Pre-Service Teachers for Professional Practice in a Virtual Space: A Case Study of an Introductory Level Literacy Methods Course. The Teacher Educator.

Fayne, H.R. & Constable, S. (2012). Voice and choice in online learning: Differential response patterns of education majors in two online reading methods courses. Proceedings from the 28th Annual Conference on Distance Learning, Madison, WI.

Fayne, H. (2010). Incorporating self-study methodology into a hybrid course design experiment. *i.e.: Inquiry in Education*, 1(1). Retrieved from: <http://digitalcommons.nl.edu/ie/vol1/iss1/9>

Fayne, H. (Spring 2010). A local solution to a national problem: Preparing pre-service teachers for urban middle schools. The Professional Educator.

Fayne, H. (2009). Using integrated course design to build student communities of practice in a hybrid course. New Directions for Teaching and Learning, (119), 53-59.

Constable, S., Weiss, A., Fayne, H., Ryan, P. & Ortquist-Ahrens, L. (2008). Connections and boundaries: Exploring culturally responsive pedagogy in our own classrooms. In M. Heston, D. Tidwell, K. East, & L. Fitzgerald, Eds., Pathways to Change in Teacher Education: Dialogue, Diversity, and Self-Study (pp. 72-76). Proceedings from the Seventh International Conference on Self-Study of Teacher Education Practices, East Sussex, England.

McDaniel, G., Fayne, H., Constable, S., Knoblauch, D., Ryan, P. & Weiss, A. (2008). Do as I say and do as I do. Networks: An Online Journal for Teacher Research, 10(2), 1-14.

Fayne, H. (2007). Supervision from the student teacher's perspective: An institutional case study. Studying Teacher Education, 3(1), 53-66.

Fayne, H. & Weiss, A. (2007). Standards-based instruction for adolescents with special needs: Looking for ways to turn all students into engaged readers and capable writers. In Leading for Literacy: Compendium of Best Practices for Successful Leadership in Adolescent Literacy. Columbus, OH: Ohio Resource Center. For Mathematics, Science, and Reading.

Fayne, H. & Ortquist-Ahrens, L. (2006). Entry-year teachers inside and outside the academy. College Teaching, 54(4), 320-323.

Fayne, H. & Ortquist-Ahrens (2005). Learning communities for first-year faculty: Transition, acculturation, and transformation. In S. Chadwick-Blossey & D. Robertson, Eds., To Improve the Academy (Volume 24). Bolton, MA: Anker Publishing..

Fayne, H., Ortquist-Ahrens, L., McDaniel, G. Smith, J. & Wilson, P. (2004). Getting out of the silo: Talking about teaching and learning across campus. Ohio Journal of Teacher Education.

Albaugh, P. R., & Fayne, H. (1996). The ETPA for predicting technology success with learning disabled students: Lessons from a multimedia study. Technology and Disability, 5, 313-318.

Fayne, H. & Woodson, N. P. (1994). Portfolios: Emerging voices. In Theories of Learning: Teaching for Understanding and Creativity (Selected Papers from the Fourth Annual Conference of the Institute for the Study of Postsecondary Pedagogy). New Paltz, NY: The State University of New York.

Fayne, H. (1991). Campus practice: Otterbein College. The Teaching Portfolio: Capturing the Scholarship in Teaching. Washington, DC: AAHE.

Fayne, H.R. (1981). A comparison of learning disabled adolescents with normal learners on an anaphoric pronominal reference task. Journal of Learning Disabilities, 14 (10), 597-599.

Fayne, H.R. & Bryant, N.D. (1981). Relative effects of various word synthesis strategies on the phonics achievement of learning disabled youngsters. Journal of Educational Psychology, 73 (5), 616-623.

Monographs

Fayne, H.R. (1980). "LD Efficient Instruction in Phonics: Applying Sound Learning Principles to Remedial Teaching." Technical Report #1, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University.

Bryant, N.D., Fayne, H.R., Gettinger, M. (1980). "Applying the Mastery Model to Sight Word Instruction for Disabled Readers." Technical Report #2, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University.

Bryant, N.D., Fayne, H.R., & Gettinger, M. (1980). "Designing Spelling Instruction for Learning Disabled Youngsters: An Emphasis on Unit Size, Distributed Practice, and Training for Transfer." Technical Report #3, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University.

Fayne, H.R. (1980). "Phonics Instruction for Disabled Learners: Applying Theory to Method." Technical Report #7, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University.

Gille, I. & Fayne, H.R. (1980). "The Effect of Practice vs Practice with Informative Feedback on Sight Word Vocalization Time for Normal and Disabled Readers." Technical Report #8, Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University.

Presentations

“Learning Inside and Outside of the Classroom: An Alternative to the Freshman Seminar for Returning Adults (with Pamela Hinden). Continuing Education Association of New York (CEANY) Annual Conference, White Plains, NY, November 2019.

“Linking Faculty Knowledge and Skills to Candidate Performance: Applying Levels of Use to edTPA Implementation (with Gaoyin Qian). American Educational Research Association Annual Conference, San Antonio, TX, April 2017.

“Can the edTPA be Re-envisioned as a Lever Rather than a Hammer?” (with Gaoyin Qian). American Educational Research Association Annual Conference, San Antonio, TX, April 2017.

“Computer Science Extension Plans: Lehman College.” Finding a Home for Computing Education in Schools of Education, New York, NY, April 2017. (Invited)

“Tenure and Advancement: Facilitators and Obstacles” (with Vita Rabinowitz, Rosa Rivera-McCutchen, and Eric Washington). American Council of Education Women’s Network Spring Event, Bronx, NY, March 2017. (Invited)

“Implementing the edTPA –a National Performance-based Assessment: Research on Concerns, Implications, and Impact: What Does It Mean to Be Student-Centered? An Institutional Case Study of edTPA Implementation” (with Gaoyin Qian). American Research Association Annual Conference, Washington, DC, April 2016.

“Closing the Achievement Gap in Math.” Panelist at Manhattan Charter School, New York, NY, April 2016. (Invited)

“Can ‘No Excuses’ Be Excused? How Children Learn Best.” Guest, Ed Cast, CUNY TV, March 2016. (Invited)

“When the Informal Becomes Formal in the Higher Education Preparation of Science Teachers: Lehman College--A Dean’s Perspective.” National Association for Research in Science Teaching Annual International Conference, Hyatt Regency Chicago, Chicago, IL, April, 2015.

“Engaging Faculty in the Work: An Institutional Case Study of edTPA Implementation (with Gaoyin Qian). American Educational Research Association Annual Conference, Chicago, IL, April 2015.

“Lessons Learned from Urban Teacher Residencies: MATH UP: An Urban Teacher Residency Program Situated in South Bronx Elementary Schools” (with Debra Coffey). American Educational Research Association Annual Conference, Philadelphia, PA, April 2014.

“The ALST: It’s Only a Game.” CUNY Teacher Education Symposium, New York, NY, December 2014. (Invited)

"The Impact of Relationships on School/College Partnership Success" (with Arlene Weinstein, Anne Marie Marshall, Laura Roberts, Cecilia Espinosa, and Maria Victoria Rodriguez). AACTE Annual Meeting, Orlando, FL, March 2013.

"Evaluating Teachers: Politics or Pedagogy." Guest, Ed Cast, CUNY TV, February 2013. (Invited)

"Reinforcing the STEM Pipeline: Engaging the Campus and the Community in Collaborative Strategic Planning" (with Stefan Becker). AAC&U Conference: Next Generation STEM Learning: Investigate, Innovate, Inspire., Kansas City, MO, November 2012.

"Voice and Choice in Online Learning" (with Sue Constable). 28th Annual Conference on Distance Teaching & Learning, Madison, WI, August 2012.

"Making Content Accessible to All Learners." Columbus City Schools Middle School Summer Institute, Columbus, OH, August 2010. (Invited)

"Using Self-Study to Explore the Possibilities of Hybrid Course Design." MERLOT Ninth Annual International Conference, San Jose, CA, July 2009.

"Connections and Boundaries: Exploring Culturally Responsive Pedagogy in Our Own Classrooms" (with Adele Weiss). Seventh International Conference on Self-Study of Teacher Education Practices, East Sussex, England, August 2008.

"Standards-Based Instruction for Adolescents with Special Needs: Looking for Ways to Turn All Students into Engaged Readers and Capable Writers" (with Adele Weiss). Leading for Literacy Forum, Ohio Resource Center for Mathematics, Science, and Reading, Powell, OH, 2007. (Invited)

"Taking the Angst out of Assessment." Roundtable, General Education and Assessment: Engaging Critical Questions, Fostering Critical Learning: Network for Academic Renewal Conference, sponsored by AAC&U, Miami, FL, 2007.

"Preparing Candidates for Success in Urban Settings: Keeping It Real but Getting It Right." Panel Discussion (Isha Trammell, Columbus Public Schools, Michelle Winship, Capital University, and Annette Barlow, Columbus State Community College TQE Scholarship Recipient, co-panelists). OCTEO Spring Conference, Dublin, OH, 2007.

"Our Lived Experience with an E-Portfolio for Student Teachers: What is the 'Value-Added' for Students and Programs?" Panel Presentation (with Marlene Deringer, Adele Weiss, Diane Ross, Grace McDaniel, Matt Aulette, Jill Ciersezwski, and Maggie Chambers). Assessment Conference, Ohio Department of Education, Columbus, OH, 2005.

"Praxis: Make Yourself a Success Story." Teachers of Color Conference, Otterbein College, Westerville, OH, 2003. (Invited)

"Working Together to Infuse Literacy into Early Childhood Programs: Two and Four Year College Collaboration." Ohio Department of Education Early Childhood Conference, Columbus, OH, 2005.

"Preparing Early Childhood Intervention Specialists: An Extended Conversation about Program Design," Ohio Department of Education Early Childhood Conference, Columbus, OH, 2005.

"Working with Homeless Children." OCTEO Spring Conference, Columbus, OH. 2005.

"College/University Responses to New Licensure Standards." Entry Year Conference sponsored by the Ohio Department of Education, Columbus, OH, 1997. (Invited)

"Collaboration: Gender and Style Issues." Twenty-Seventh Conference of ISETA, New Brunswick, Canada, 1997.

"Diversity Brings Noise to the 'Quiet Peaceful Village': Challenges and Small Victories." AACTE Annual Meeting, Chicago, IL, 1996.

"Developmentally Appropriate Practice and Whole Language Transformed by Teacher Beliefs: What Do Poor Children Need" (with Karen Robinson). Annual Conference of Midwestern Educational Research Association, Chicago, IL, 1994.

"Women in the Academy: Intergenerational Similarities and Differences." Annual Conference of AAUW, Minneapolis, MN, 1993.

"Building Consensus: Articulating a Knowledge Base for Teacher Education." AACTE Annual Meeting, San Antonio, TX, 1991.

Masters Theses Directed

English, E. (2009) *Strange Sensations: Dealing Effectively with Sensory Issues in the Early Childhood Classroom*, Otterbein College.

Neiderman, B. (2009) *Transitioning from Player to Coach: A Self-Study*, Otterbein College.

Pickens, J. (2009) *Can Vocabulary Study for High Schools Students Be Fun?* Otterbein College.

Small, K. (2009) *A Fluency & Technology Learning Center for Struggling Readers*, Otterbein College.

Visnjic, M. (2009) *Digital Storytelling Closes the Gap between Schools and Immigrant Parents*, Otterbein College.

Casto, S. (2008) *Academic Outcomes for Students with Learning Disabilities in an Inclusive Mathematics Classroom*, Otterbein College.

Cody, K. and Wagner, T. (2008) *Does Oral Storytelling Help First Graders Become Better Writers?* Otterbein College.

Ryan, J.K. (2008) *Shared Ownership of Assessment: Student Portfolios in a Second Grade Classroom*, Otterbein College.

Cady, B. and Mason, M. (2007) *Discovery Bags: Home-School Connections for Preschoolers*, Otterbein College.

English, T. and Von Almen, S. (2007) *CGI: A New Way to Teach Fractions to Middle Schoolers*, Otterbein College.

Hotchkiss, J. (2007) *Got a Context Clue? Vocabulary Development in Middle School*, Otterbein College.

Kanuckle, C.L. (2007) *Using Literature Circles in a Scripted Reading Program: A Self-Study*, Otterbein College.

Rosensteel, D. (2007) *Promoting High School Girls' Interest in Math-Related Careers*, Otterbein College.

McCoy, J. (2006) *Improving Middle School Students' Attitudes Toward Science*, Otterbein College.

Schroeder, T. (2006) *Creating Multicultural Understanding in a Monocultural Setting*, Otterbein College.

Williams, N. (2006) *Reflective Journal Writing as an Alternative Assessment*, Otterbein College.

Dougherty, G. (2005) *Creating a Successful SSR Program in a High School Classroom*, Otterbein College.

Fralely, M.R. (2005) *Using Kid Pix to Help ELL Student Respond to Literature*, Otterbein College.

Johnson, S. and McCafferty, S. (2005) *Why Work Together? Collaborative Conversations Lead to Student Success*, Otterbein College.

Schmersal, J.A. (2005) *The Rules of Engagement: Teaching Test Taking Skills to Urban Third Grader*, Otterbein College.

Van Alstine, H. (2005) *Literature Circles: Effective Practices That Promote Participation*, Otterbein College.

Randall, P. (2004) *Searching for Gold*, Otterbein College.

Solether, A. (2004) *Testing Out the Ohio Assess-Teach-Assess Model for Fourth Grade Problem Readers*, Otterbein College.

Tamasovich, E. (2004) *Motivating High School Special Needs Students with Significant Reading Problems*, Otterbein College.

Wood, K. (2004) *Effects of Success Maker Math on Students with Learning Disabilities in Inclusive and Special Education Classrooms*, Otterbein College.

Funded Projects

- Principal Investigator: LUTE-STEM Teacher Quality Partnership Project, funded by U.S. Department of Education, \$5.4 M (2019-2024)
- Principal Investigator: MATH-Up Evaluation Extension, funded by U.S. Department of Education, \$630,432 (2015-2018)
- Principal Investigator, LUTE Blueprint Scholars, funded by NSYED, \$299,306 (2015)
- Principal Investigator, RePrep (Re-Envisioning Teacher Preparation), funded by NYSED, \$443,266.62 (2012-2015)
- Principal Investigator, MATH-UP Teacher Quality Project, funded by U.S. Dept. of Education and New York State Department of Education, \$8.5 M (assumed PI role in August 2011- October 2015)
- Principal Investigator, New York City Teaching Fellows, funded by New York City Department of Education, \$.25-.50 M per year (August 2011-June 2013; June-August 2016)
- Campus Liaison, Teacher Quality Enhancement Partnership Project, Funded by U.S. Dept. of Education, \$9.5 M (2005-2010)
- Internal Evaluator, Professional Learning Communities Grant: Funded by McGregor Fund, \$100,000 (2003-2005)
- External Evaluator, Columbus State Community College Early Literacy Project: Funded by the Ohio Department of Education, \$20,000 (2000-2001)
- “Get Real,” Early Childhood Intervention Specialist Project: Funded by the State Superintendent's Task Force, \$19,800 (1999-2000)
- Goals 2000—Bridge Project for Entry Year Programs: Funded by the Ohio Department of Education, \$235,500 (1997); \$100,000 per year (1998-2002)
- Goals 2000—Higher Education/School Partnerships: Funded by the Ohio Department of Education, \$504,995 (1995-97)
- External Evaluator, Project Reach (Head Start): Funded by U.S. Office of Education, \$500,400 (1993-96)
- Project on Adult Learners: Funded by Consortium for the Advancement of Private Higher Education, Columbus Foundation, and Yassenoff Foundation, \$21,175 (1992-93)

Academic and Professional Honors

- Educational Administrator of the Year (2010), Educational Office Professionals of Ohio.
- Service above Self Award (1999), Rotary Club of Upper Arlington, Ohio.

- Kappa Delta Pi Honorary Society
- Phi Delta Kappa Honorary Society
- Golden Key Honorary Society

College/University Activities (2011-Present)

- President's Cabinet, Lehman (Member, 2016-2018)
- Joint Budget Committee, College Senate and Faculty Personnel and Budget Committee, Lehman (2016-2018)
- Auxiliary Enterprises Board, Lehman (Member, 2016-2018)
- Provost Council, Lehman (Member, 2011-2016; Chair, 2016-2018)
- Deans Council, Lehman (Member, 2011-2016; Chair, 2016-2018)
- Writing across the Curriculum Advisory Committee, Lehman (Member, 2011-Present)
- Educator Preparation Policy Committee, School of Education, Lehman (Member, 2011- Present)
- Professional Education Advisory Council, School of Education, Lehman (Chair, 2011- Present)
- Council of Chief Academic Officers, CUNY (Member, 2016-2018)
- Jaime Lucero Mexican Studies Institute, CUNY (Member, 2016-2018)
- Teacher Education Council, CUNY (Member, 2011-2014; Chair, 2014-2016)

Service/Outreach to Community (2011-Present)

- Technical Advisory Council, National Council for Teacher Quality (2015-Present)
- New York State Education Department Teacher Education Advisory Group (2012-2016)
- Bronx Academy for Software Engineering Advisory Committee (2013-2016)
- New York Botanical Garden, Teacher Education Advisory Committee (2014-2016)
- Higher Education Consortium, Bronx Borough President's Office (Co-Chair, 2011-2016)
- South Bronx Rising Together (Lehman College Liaison, 2015-2016)
- *100K IN 10* Partnership (Lehman College Liaison, 2014-2016)
- New York State Education Department edTPA Task Force (2014-2016)

Julia P. Hood, Ph.D.
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Twitter: @juliaphood

Statement of Teaching Philosophy

As an educator, seeing students reach their full potential and achieve goals that they once believed were too far out of reach is what motivates me to teach. I aspire to engage my students in learning that will be readily applied and deeply transforming – both personally and professionally. Every individual has the innate desire to learn and grow. This is the single greatest truth that underscores my teaching and mentoring of students. Frequently, students need to have that desire to learn awakened or to be offered a safe space to grow in self-awareness and self-confidence. My goal for any course I teach is to create an environment where the students can connect with the course content, their classmates, and me. Success in the classroom is linked to creating a student centered course room environment. I engage students in helping them to connect theory to the real world. I firmly believe that learning must be readily applied. I allow students the space to fully realize how the content they are exploring impacts them as a manager, leader, and scholar.

A good instructor will identify that many students may need to have that desire to learn awakened or be offered a safe space to heal as they grow in self-awareness and self-confidence. I strive to mentor and develop the whole student, not just the areas of the learning outcomes listed on the syllabus. Learning takes place in many contexts – not just inside the classroom (in person or online). It is imperative for me to assist my students in connecting their learning in all areas of their lives. Personal growth and development are rooted in the availability of clear expectations and guidelines, supportive mentorship, and an environment that encourages creativity and safe exploration. This is what I strive to bring to each student in every class I teach. Ensuring this experience for each of my students is far beyond a task for me, it is a privilege. And the magnitude of this privilege is not lost on me.

Personal Attributes

Highly qualified educator with over twenty years of teaching experience – both online and in person.

Eighteen years of practical teaching experience, academic advisement, and curriculum development in graduate and undergraduate programs both online and on-ground.

In-depth experience teaching a diverse, adult student population.

Skilled in many disciplines such as Leadership, Management and Communications.

Detail oriented professional with extensive administrative experience in program development and programmatic and course assessment.

Apply a variety of teaching styles and adapt instruction to students with varied learning styles.

Ability to excel in a demanding, outcome-oriented, and dynamic work environment.

Proven teaching strategies that promote student success.

Embrace opportunities to help students to reach their leadership potential.

Use unique combination of education and professional and consulting experience in business and leadership to bring real life experiences to my courses.

Experienced in the use of technology in the classroom and asynchronous online learning platforms.

Efficiently and creatively use my experience to identify ways in which students can learn and discuss material in their course.

Dedicated to creative teaching and mentorship as a means of cultivating strategic thinking and a life-long love of learning in students and colleagues.

Administrative and Teaching Experience

Lehman College

2017- Present

Bronx, NY

Faculty/ Program Coordinator Online MSOL (one year appointment)

Taught graduate courses in Lehman College's campus and online Organizational Leadership Graduate Programs.

Mentored and advised students in the program.

Managed all aspects of the online MSOL program and developed necessary and appropriate operational systems and processes.

Developed curriculum for the online and campus programs.

Assisted with new program development, and create curriculum for leadership development certificate programs.

Participated in student recruitment, application and admissions processes.

Mentored part-time faculty.

Collaborated across departments and/or schools.

Assisted with assessment, accreditation and other program development initiatives.

Performed service to college, school and department.

Performed additional related administrative duties when needed.

Bluefield College

2017-Present

Bluefield, VA

Adjunct Faculty

Developed and designed fully online courses for MBA program.

organizational
Taught graduate courses in leadership and management theory, and
culture.

Facilitated online discussions and engaged students in learning through weekly live sessions.

Provided students with extensive accessibility 7 days a week from 10 AM- 10 PM.

Graded assignments and provided timely, formative feedback to students.

Spring Arbor University

2017-Present

Spring Arbor, MI

Adjunct Faculty

Taught undergraduate and graduate courses in organizational communication, leadership development and organizational culture.

Facilitated online discussions and engaged students in learning through weekly live sessions.

Provided students with extensive accessibility 7 days a week from 10 AM- 10 PM.

Graded assignments and provided timely, formative feedback to students.

Mansfield University

2016- 2019

Mansfield, PA

Adjunct Online Faculty

Developed courses in research, organizational behavior ,organizational change, and management theory for graduate programs in Organizational Leadership and Nursing.

Designed syllabi to meet course outcomes.

Facilitated online discussions and engaged students in learning through weekly live sessions.

Provided students with extensive accessibility 7 days a week from 10 AM- 10 PM.

Graded assignments and provided timely, formative feedback to students.

Nyack College
Nyack, NY

2001 – 2017

Director of Academic Programs

2008 – 2017

Developed and assessed curriculum for both online and in-seat classes.

Responsible for programmatic and course level yearly assessment plans and reporting.

Created and designed a fully online B.S. degree program in Organizational Management.

Led faculty team for NYSED approval of Nyack College's first fully online degree program.

Trained faculty in online teaching techniques and best practices.

Collaborated with faculty and led the development team of in person and online degree programs in Church Management and Health Care Management.

Hired, developed, and managed faculty.

Worked with faculty to increase student retention and graduation rates.

Assistant Professor of Organizational Management
School of Business and Leadership -Adjunct

2001 - 2019

Taught online courses in the areas of Management, Organizational Behavior and Leadership for both undergraduate and graduate level students.

Designed syllabi to meet course outcomes.

Facilitated online discussions and engaged students in learning through weekly live sessions.

Provided students with extensive accessibility 7 days a week from 9 AM- 10 PM.

Graded assignments and provided timely, formative feedback to students.

Served as lead chair for undergraduate research projects.

Served as thesis advisor for students in the Master of Science in Organizational Leadership program.

Courses Taught:

Foundations of Critical & Systemic Thinking

This course examines the fundamental aspects of critically and systemically examining and evaluating situations, events, problems, and inter-related activities. Emphasis will be placed on the disciplined process of conceptualizing, applying, analyzing, synthesizing, and evaluating the information presented in a business problem. System and holistic thinking from a constructively critical perspective will be the prevailing theme and the objective is to be able to apply “critical system thinking” through analyzing case readings. Intellectual values such as clarity, accuracy, precision, consistency, and relevance, soundness of evidence, depth, breadth, and fairness are emphasized as suitable criteria for decision analysis and

Implementation. Elements of critical systems thinking include purpose, problem, assumptions, concepts, empirical grounding, reasoning leading to conclusions, implications and consequences, alternative viewpoints, and frame of reference.

Organizational Communications

Students develop the skills involved in formal communication in organizations, especially in writing letters, e-mails, memos, and in public speaking. Students learn the importance of proofreading and conducting peer evaluations. Students review grammar techniques necessary for effective communication in the workplace. Students also explore the complexity of communication at the personal level. In developing an effective individual communication style, they study such skills as listening and non-verbal communication.

Organizational Theory and Design

Students explore the concepts of organization theory (OT) and design with particular emphasis on the modern, symbolic-interpretive, and postmodern approaches to organization. Additionally, major organization forms, the development of culture and behavior, and the impact of environment will be discussed through the lenses of the three approaches. An historical overview of the development of OT is also covered. Particular emphasis is placed on a multiple perspective approach to OT as a means to understand the context of how organizations work and how best to approach an organizational assessment.

Knowledge Management

This course introduces students to the organizational and management issues surrounding the emergence of knowledge as a vital strategy in positioning organizations to achieve success within their respective industries. Students will recognize knowledge as a manageable asset of an organization and understand that organizations are complex systems that function within an ever-changing, information-rich environment.

Ethical Leadership

This course explores ethical decision-making in a society with changing values and an increasing international interdependence. It stresses the development and application of

moral and ethical concepts to practical cases and ethical dilemmas management faces. It develops an awareness of the ethical, social, and environmental implications and consequences of managerial decisions involved in managing a firm's relationship with society, its marketplace, and employees. Special attention is given to the question: To what extent should organizations exercise social responsibility? The study of the legal environment of business includes analysis of the development and function of common and mercantile law with attention to domestic and global concerns as they influence the political, regulatory, and judicial process. Emphasis is given to the legal rights, duties, of business, while addressing basic issues such as, but not limited to, business organization and operation, agency, real and personal property, product and service liability, contracts, sales, insurance, and financial instruments.

Research Project 1

Students prepare their written research project concerning an organizationally based problem by defining the problem and reviewing literature. They develop the research proposal and project design, using contemporary research literature to provide the theoretical basis for their original research. Students submit a written report of the literature reviewed.

Research Project II

Students prepare, in a business- oriented format, their written research project, demonstrating analytical, critical, and problem-solving skills. They analyze the specific data gathered in their original research; relate that data to their library research; form conclusions and recommendations about their project. As a conclusion to the program, students express in essay form what they learned from their project experience and what impact their participation in the program had on their lives.

Global Leadership

Students identify and evaluate ways that effective leadership can leverage a diverse organization for adaptive change and competitive advantage in globally diverse environments. They learn how to approach diversity from a management perspective in the workplace, exploring various ways that individuals can use differences to empower others in the work force.

Organizational Behavior

This course presents the foundations of the history and applications of organizational behavior. Particular emphasis is placed on organizational culture, motivation, job design, goal setting, group behavior, power, leadership, organizational structure, decision-making, and control. Students understand the connection and impact each of these elements play in the organization's effectiveness and behavior.

The Manager as Change Agent

The world in which organizations exist today is one that is fast-paced, functions within a global economy, and where change is inevitable. If organizations wish to succeed they cannot stand still. Large firms to small entrepreneurial start-ups find that they need to change in order to succeed and survive. This course helps to develop a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing positive changes within organizations. This course prepares managers to successfully maneuver the challenges of positive organizational change.

Dynamics of Group Behavior

Students analyze and experience what it means to be part of a group. Topics explored include various roles of group members, effective decision-making, cooperation versus competition, the nature of leadership, problem diagnosis and assessment, and how group functioning affects organizational effectiveness.

Adult and Career Development

Students examine course readings on adult development theory and life cycle research findings in the light of various career-related issues. In addition, an exploration of the career planning process, including self-assessment, occupational information, and job search skills, equips students to develop a plan for career success.

Director of Admissions, School of Adult and Distance Education

2001 - 2008

Developed successful and innovative marketing and recruitment efforts for working adult students.

Managed a team of 10, grew enrollment, and was responsible for recruiting 250-300 new students each academic year.

Professional Experience

Hebrew Home for the Aged

Public Relations Specialist, Bronx, NY

2001 -

Assisted the director of public relations with media campaigns and internal publications.

Coordinated photography, event details, and messaging for internal events for the staff, residents and their families.

Maintained all of the internal message boards, highlighting past events with photos and advertising upcoming events.

Entrepreneurial Experience

Eleven Evergreen, Co-Founder

2015-present

Highland Falls, NY

Editor of online blogazine *Everyday Leader*

Developed online self-study curriculum

Coordinated social media outreach and networking

Educational Consultant

2013 - 2014

Fieldbrook Christian School, Brookfield, VT

Worked with administrator and local families in founding the school.

Developed handbooks and policies for students, families, and faculty.

Initiated the development of the vision and mission statements and goal-setting.

Collaborated on the logo designed and development.

Educational Consultant

2006 - 2007

Justin Morgan Christian School, Randolph, VT

Developed policies and created faculty and student handbooks.

Brainstormed with recruitment team to develop marketing activities to increase enrollment.

Assisted the executive team in implementing organizational structure and communication protocol.

Formal Education

Ph.D. Organizational Management and Leadership 2015

Specialization: Organizational Leadership

Capella University, Minneapolis, MN

M.S. Communication 2001

Specialization: Organizational Communication

The College of New Rochelle, New Rochelle, NY

B.S. Communication 1998

Specialization: Rhetorical Criticism

Nyack College, Nyack, NY

Educational Training

Nyack College

Advanced Edvance 360 training for Online Teaching 2014

Lecture Engagement and Student Interaction 2014

Online Course Design and Development 2013

Advanced eCollege training for online teaching 2010

Prior Learning Assessment for Adults 2008

Memberships and Affiliations

Managing Editor for *Everyday Leader*

2016- Present

Review Board Member 2015 - Present

The Journal of International and Interdisciplinary Business Research

Steering Committee Member for The Center for Transformative Work 2015

- 2018

Greenleaf Center for Servant Leadership 2010

- Present

Community Service and Leadership

Academic Director for Prison Education at Nyack College

2016-2018

Volunteer, Home for the Holidays campaign

2014

Show Hope Orphan Care

Volunteer, Mayor's office on various community service projects 2012

- 2013

Highland Falls, NY

Volunteer faculty for Hudson Link 2001

- 2006

Taught college classes in New York State prisons

Professional and Scholarly Presentations

Hood, J. P. & Baldomir, J. (2019). Nobody is perfect: Greenleaf's ideas on tolerance and imperfection.

Presented at the Annual Roundtables of Contemporary Research and Practice, Virginia Beach,

VA.

Hood, J.P. (2017). The Followers' Journey. The Annual Roundtables of Contemporary Research and Practice, Virginia Beach, VA.

Baldomir, J., & Hood, J. P. (2016). Servant leadership as a framework for organizational change. *International Leadership Journal*, 8(1), 27–41.

Hood, J.P. (2015). *The Followers' Journey: A Phenomenological Study of Greenleaf's Proposed Follower Outcomes of Servant Leadership*. (Doctorial Dissertation). ProQuest.

Baldomir, J., & Hood, J. P. (2014). Developing a servant leadership identity. *The Annual Roundtables of Contemporary Research and Practice*, Virginia Beach, VA.

Hood, J. P. & Baldomir, J. (2012). The development of a servant leadership change model. *The Annual Roundtables of Contemporary Research and Practice*, Virginia Beach, VA.

Hood, J.P. (2008). *The Organization as a Reflection of its Followership: Servant Leadership as a Model for Leading in the Upper Echelons*. *The Annual Roundtables of Contemporary Research and Practice*, Virginia Beach, VA.

Articles and Research

Baldomir, J., & Hood, J. P. (2016). Servant Leadership as a framework for organizational change. *International Leadership Journal*, 8(1).

Hood, J. (2015). *The Follower's Journey: A Phenomenological Study of Greenleaf's Proposed Outcomes of Servant Leadership* (Doctoral dissertation).

Hood, J. (2013) *Adult Student Challenges – Retaining Students Through Relationships*. *College Planning & Management*.

Residencies and Colloquia

Capella University

Doctorial Residency, Arlington, VA	2007
Topics: Becoming a scholar-practitioner and introduction to doctorial research.	

Doctorial Residency, Arlington, VA	2008
Topics: Cultivating leadership within an organization with General Colin Powell and advanced doctorial research.	

Doctorial Residency, Orlando, FL	2010
Topics: Dissertation writing, and qualitative and quantitative research.	

Highly Competent Subject Areas

Software:

Microsoft Office

Learning Management Systems:

Blackboard
Edvance360
ECollege
Desire2Learn

Subject Matter Expert:

Servant Leadership
Organizational Change
Followership
Organizational Behavior
Change Management
Managing and Organizing People
Organizational Theory and Design
Strategic Leadership
Leadership Theories
Entrepreneurship
Knowledge Management
Ethics
Research Methods
Diversity Management
Global Leadership
Organizational Communication
Adult and Career Development
Public Speaking
Interpersonal Communication
Group Behavior
Critical Thinking

Justine McGovern, Ph.D., M.S.W.
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Cold Spring, NY 10516
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EDUCATION

New York University Silver School of Social Work, PhD, 2012
Dissertation: *Couplehood and the Phenomenology of Meaning for Older Couples Living with Dementia*
New York University Silver School of Social Work, MSW, 2003
New York University, M.A. American Civilization, 1989
Yale University, B.A. American Studies, 1985

TEACHING EXPERIENCE

Assistant Professor, Lehman College Department of Social Work, 2013-present

Practice I (graduate)
Fieldwork Seminar I & II (undergraduate)
Social Work Practice I and II (undergraduate)
Research I (graduate and undergraduate)
History of Social Welfare (graduate and undergraduate)
Social Work Practice with Older Adults (undergraduate elective)

Adjunct Lecturer, NYU Silver School of Social Work

Practice with Individuals and Families (Practice III/Advanced Standing), 2008-12
Integrative Seminar (Practice IV/Advanced Standing), 2009-2013
Human Behavior in the Social Environment II (graduate), 2012
Object Relations in Social Work Practice (advanced elective, graduate), 2008
Clinical Issues in Aging (elective, graduate), 2011-2013

Adjunct Lecturer, Hunter School of Social Work

Clinical Practice III (graduate), 2011

Guest Lecturer, NYU Silver School of Social Work

Qualitative Research Methods: Phenomenology (doctoral), 10/2009 and 10/2010
End-of-Life and Dementia (specialized certificate program) 4/2011

Guest Lecturer, Fordham University Graduate School of Social Work

Qualitative Research Methods: Phenomenology (doctoral), 4/2011

Teaching Assistant, NYU Silver School of Social Work

Depression: Conceptual and Clinical Issues (graduate), Dr. J. Wakefield, 2010

CURRICULUM DEVELOPMENT

Social Work Research, Lehman College Department of Social Work

Developed new undergraduate required research course; created assignments,

assessments and syllabus, *Committee Chair*.

Fieldwork Seminar I and II, Lehman College Department of Social Work, Chair

Substantially revised curriculum, assignments and syllabus; developed focus on brief, evidence-based practices, *Committee Chair*.

Social Work Practice with Older Adults, Lehman College Department of Social Work

Revised curriculum, assignments and assessments to integrate a community-based research experiential learning component.

History of Social Welfare and Social Work Institutions, Lehman College Department of

Revised assignments, assessments and syllabus.

Social Work Practice I and II, Lehman College Department of Social Work

Revised curriculum, assignments, assessments and syllabus.

Clinical Issues in Aging, NYU School of Social Work

Substantially revised syllabus, assignments and assessments to address changing Demographics and experiences of aging.

Writing Workshop, NYU Silver School of Social Work

Developed writing support program for international students; trained peer writing fellows; provided tutorial and mentoring services.

ADVISEMENT

Student Research Club Faculty Advisor, Lehman College, 2016-present

Social Work Club Faculty Advisor, Lehman College, 2015-2018

Undergraduate Field Advisor, Lehman College Department of Social Work

2013-2014, 2015-2017

Undergraduate Academic Advisor, Lehman College Department of Social Work

2013-2015

External Field Instructor, USC School of Social Work Virtual Academic Center

2012-2013 (M.S.W.)

Academic and Field Advisor, NYU Silver School of Social Work

2008-2011 (Advanced Standing Program, M.S.W.)

TEACHING INTERESTS

- Practice with Individuals, Couples and Families
- Practice with Older Adults
- International Social Work
- Research methods
- Experiential learning
- Leadership development

RESEARCH

Principle Investigator, Mixed methods study comparing community dementia awareness in the Bronx and Chicago. (Funded: PSC-CUNY, \$5780, 7/2019-6/2020.)

Co-principal Investigator, Qualitative study exploring the relationship of food, meals, and social connectedness among community-dwelling culturally-diverse older residents of the Bronx, NY. (Funded: New York City Community Trust, \$10,000, 6/1/2018 -12/31/2018.)

Co-principal Investigator, Qualitative study exploring the impact of intergenerational engagement among LGBTQ participants. (Funded: Robert Wood Johnson Foundation, \$180,000, 7/1/2017-12/31/2018).

Principal Investigator, Intergenerational PhotoVoice study exploring perceptions about aging. (Funded: CUNY Research Foundation Interdisciplinary Research Grant, \$21,000, 2016-2017).

Co-principal Investigator, Intergenerational exploration of individual and community resilience and future planning, among LGBTQ participants. (Funded: PSC-CUNY, \$5,000, 2016-2017). risk,

Principal Investigator, Qualitative study exploring experiences of LGBT older adults facing future care needs. (Funded: CUNY Research Foundation, Student-faculty Team Research Grant, \$4,000, 2015-2016).

Principal Investigator, Mixed-methods study examining the impact of experiential learning on college students' attitudes about older adults. Lehman College, 2016.

Principal Investigator (dissertation). Phenomenological study of meaning-making processes of older couples affected by dementia. NYU silver school of social Work, 2012.

Research Assistant: Dr. Karra Bikson, P.I. Co-coded findings from a grounded theory study examining barriers and facilitators to the implementation of palliative care in institutions. NYU Silver School of Social Work, 2009.

Research Assistant: Dr. S. Lala Straussner, P.I. Conducted literature review for research study on the role of empathy in social work practice. NYU Silver School of Social Work, 2003.

RESEARCH INTERESTS

- Diversity and aging
- Families and the life course
- Dementia
- Health equity
- International social work
- Visual research methods
- Community-based research

PRACTICE EXPERIENCE

Education and Training Faculty-community Liaison, Training Program for Social Work Students working in Medically Underserved Communities in a Behavioral Health Capacity, Health Resources and Services Administration (HRSA) / Lehman College Department of Social Work, 2018-2019.

Consultant, Brookdale Center for Healthy Aging, City University of New York, New York, NY. curriculum development, training, 2016.

Dementia Caregiver Support Group Leader, Alzheimer's Association New York City Chapter, 2008-2013. Crisis intervention; support; psycho-education; linkages to resources, advocacy.

Parental Care Consultant, Aging Families Consulting, Brooklyn, NY, 2005-2013. Family support; crisis intervention; dementia care management; referrals.

Consultant, American Hospital of Paris, Paris, France. Program development for support group services. 2012-2013.

Clinical Social Worker, Brooklyn Center for Psychotherapy, Brooklyn, NY, 2004-2006. Individual, couples and family short and long-term psychotherapy; linkages to concrete services.

Development Associate, Sunnyside Community Services, Queens (SCS), NY, 1998-9. Grant writing; grant oversight; strategic planning.

Intergenerational Program Director, SCS, Queens, NY, 1995-98. Development and oversight of recreational, academic and therapeutic intergenerational programs.

Adoption Homefinder, Little Flower Children's Services, Brooklyn, NY, 1986-89. Outreach; certification; placement.

PEER-REVIEWED PUBLICATIONS

McGovern, J. (2018). Increasing undergraduate competence in multicultural gerontology practice with fresh pedagogies: A digital storytelling case example. *Gerontology & Geriatrics Education*, <https://doi.org/10.1080/02701960.2018.1489249>

Sarabia, S., & McGovern, J. (2018). Improving social work student competence in practice with older adults affected by substance abuse: Spotlight on the Bronx. *Journal of Urban Social Work*, 2: 66-79.

McGovern, J., Schwittek, D., & Seepersaud, D. (2018). Through the lens of age: Challenging ageism in the Bronx and beyond with community-based arts activism. *The International Journal of Social, Political and Community Agendas in the Arts* 13 (2): 1-8. doi:10.18848/2326-9960/CGP/v13i02/1-8.

McGovern, J. (2017). Integrating student research across the social work curriculum: A photovoice case study. *Journal of Baccalaureate Social Work*, 22:43-51.

McGovern, J., Gardner, D., Brown, D., & Gasparro, V. (2017). Long-term care planning and the changing landscape of LGBT aging: Student research with diverse elders in the Bronx. *Journal of Urban Social Work*, 1:130-143.

McGovern, J. (2017). Capturing the lived experience: Getting started with Phenomenology. *SAGE Publishing Research Methods Cases*. London, UK: SAGE Publications, Ltd. DOI: <http://dx.doi.org/10.4135/9781526405418>

McGovern, J., Brown, D., & Gasparro, V. (2016). Lessons Learned from an LGBTQ Senior Center: A Bronx Tale *Journal of Gerontological Social Work*, 59:7-8, 496-511, DOI: 10.1080/01634372.2016.1255692.

McGovern, J. (2016). When actions speak louder than words: Extending the reach of qualitative data collecting. *Global Qualitative Nursing Research*, 3:1-7.

DOI: 10.1177/2333393616660260 gqn.sagepub.com

McGovern, J. (2016). Capturing the significance of place in the lived experience of dementia. *Qualitative Social Work*. DOI: 10.1177/14733250166384242. qsw.sagepub.com.

McGovern, J., and Vinjamuri, M. (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing wellbeing. *International Journal of Diverse Identities*, 16(3): 11-20.

McGovern, J. (2015). Living better with dementia: Strengths-based social work practice

- and dementia care. *Social Work In Health Care*, vol. 54(5), 408-421.
- McGovern, J. & Gardner, D. (2015). Aging siblings: Supporting new care partnerships. *Journal of Social Work Practice*, vol. 29(4), 475-485.
- McGovern, J. (2014). The forgotten: Dementia and the LGBT community. *The Journal of Gerontological Social Work*, vol. 57(4): 845-857.
- McGovern, J. (2011). Couple meaning-making and dementia: Challenges to the deficit model. *Journal of Gerontological Social Work*, 54(7): 678-690.
- McGovern, J. (2010). Couple well-being and dementia. *Journal of Aging, Humanities, and Arts*, 4(3), 178-184.
- McGovern, J. (2007). Muscling into the marketplace: Social work for the new millennium. *Perspectives on Social Work*, 5(1), 4-8.

CHAPTERS

- McGovern, J. & Sarabia, S. (2018). Substance abuse among older adults: Context, assessment and treatment, pp.111-124. In, T. MacMillan & A. Sisselman-Borgia, (Eds.), *New Directions in Treatment, Education, and Outreach for Mental Health and Addiction*. Springer International: Cham, Switzerland.
- McGovern, J. (2018). Strengths-based strategies for reducing resistance among dementia-affected care partnerships, pp. 405-417. In R. Rooney & R. Mirick, (Eds.) *Strategies for Work with Involuntary Clients*, 3rd Edition. New York, NY: Columbia University Press.

OTHER PUBLICATIONS

- McGovern, J. & Ataie, J. (2013). Practice with families affected by dementia: Maintaining and regaining quality of life. Papers of the 52nd Annual Meeting of the International Conference for the Advanced Practice of Clinical Social Work. New York, NY: ICAPP.
- McGovern, J. (2012). Aging together: dementia, friendship and flourishing communities, by Susan H. McFadden and John T. McFadden. *Journal of Gerontological Social Work*, vol. 55(6), book review, (invited).

MANUSCRIPTS UNDER REVIEW

- McGovern, J., Burt, K., & Schwittek, D. (2019). Food for thought: Culturally diverse older adults' views on food and meals captured by student-led digital storytelling, *Food, Culture and Society*.
- Vinjamuri, M. McGovern, J., & Rojamenas, L. (2019). Intergenerational social work practice with LGBTQ participants: Promoting individual and community capacity, *International Journal of Community Diversity*.
- McGovern, J. (2019). Reducing isolation among community-dwelling older adults living with dementia: A case study combining clinical and community social work practice, *Clinical Social Work Practice*.

MANUSCRIPTS IN PREPARATION

- McGovern, J., Sisselman-Borgia, A., & George-Moses, C. Social work student research across the curriculum: Opportunities for students and faculty
- McGovern, J. & Kahn, J. Nurturing the higher education leader within: Ambition, ambivalence, and action among Social Workers.

RESEARCH AWARDS

PSC-CUNY Research Award TRADB-50-62, 2019-2020. Community-based dementia awareness in the Bronx and Chicago: A case comparison, *Principal investigator*, \$5780.08.

New York Community Trust, 2018, Interdisciplinary gerontology grant, Perspectives on Food, Culture, and Aging in New York City: Identifying Changes and Challenges for Immigrant Populations, *co-Principal Investigator*, \$10,000.

Robert Wood Johnson Foundation, Global Ideas for U.S. Solutions Grant, 2016-2019. Intergenerational LGBTQ practice: Building bridges to a better future, *Co-primary investigator*. \$180,000.

CUNY, Interdisciplinary Research Grant, Cycle 1, 2016-2017. Through the lens of age: An interdisciplinary study on ageism among undergraduate social work students And adults over 65, *Primary Investigator*. \$21,000.

Lehman College Office of the Provost, Travel Grant, 2017, Visiting Scholar, Department of Social Work, Linkoping University, Norrkoping, Sweden, \$1,000.

CUNY, PSC-CUNY Research Award Cycle 47, 2016-2017. Bridging generations among Different cohorts of LGBTQ New Yorkers: Understanding risk, resiliency, and expectations about the future, *Co-primary Investigator*. \$5,000.

CUNY, IDEA Grant/Research in the Classroom, Cycle 2, 2016. Perceptions about aging: Student research in gerontology. Finalist, \$1,000.

Lehman College, Faculty/ Student Research Team Grant, 2016. LGBT care partnership needs: A pilot study in NYC, *Primary Investigator*. \$4,000.

CUNY, Diversity Project Development Fund, 2014-15, New Frontiers in Diversity: The Impact and Implications of Global Aging. \$860, (2014).

CUNY, Faculty Fellowship for Publishing Program, Late-life Disparities and Immigrant Populations: Implications for Social Work Practice with African Communities in the Bronx. Course release time (2014).

JURIED CONFERENCE PRESENTATIONS

McGovern, J., Urena, N., & Bambury, A. (November, 2019). "We're people too": Rights-informed social work practice with older adults living with dementia in the Bronx. New York State Social Work Education Association Annual Meeting. Saratoga, NY.

Olaison, A. McGovern, J. & Lof, J., Gardner, D. (November, 2018). Creative connections: A Swedish-American Exploration of ways to reduce social isolation among older adults. Gerontological Society of America's 70th Annual Scientific Meeting, Boston, MA.

Vinjamuri, M., McGovern, J., and Bailey, A. (October, 2018). Looking back and reaching forward: Intergenerational social work practice with LGBTQ communities. New York State Social Work Education Association annual meeting, Saratoga, NY.

Vinjamuri, M., McGovern, J. Hall, P. and Sloane, L. (September, 2018). Intergenerational LGBT practice: Building bridges to wellness. Eighth International Conference on Health, Wellness, and Society. London, England.

Schwittek, D., & McGovern, J. (April, 2018). *Because I am alive: Dispatches from the frontlines of aging*, (virtual talk). Twelfth International Conference on Design Principles and Practices, Barcelona, Spain.

McGovern, J., & Schwittek, D. (January, 2018). *Through the Lens of Age: A Photovoice Project Promoting Intergenerational Health and Wellbeing* (poster). SSWR 22nd Annual Conference, Washington, DC.

- McGovern, J., Sisselman, A., & George-Moses, C. (October, 2017). *Student research: Taking experiential learning to the front lines of social justice*. New York State Social Work Education Association annual meeting, Saratoga, NY.
- McGovern, J., & Kahn, J. (October, 2017). *From the sidelines to the frontlines: Promoting social work leadership in higher education*. New York State Social Work Education Association annual meeting. Saratoga, NY.
- McGovern, J., and Gardner, D. (July, 2017). *Long-term care planning and the changing landscape of LGBTQ aging*. 21st World Congress of Gerontology and Geriatrics. San Francisco, CA.
- Vinjamuri, M., McGovern, J., & Rojamenas, L. (July, 2017). Intergenerational practice with LGBTQ participants: Promoting mental health wellness across age groups, (poster presentation). National Hartford Center for Gerontological Nursing Excellence Interdisciplinary Leadership Conference. San Francisco, CA.
- McGovern, J., & Schwittek, D. (June, 2017). *Challenging Ageism in the Bronx and Beyond with Community-based Arts Activism*. Arts in Societies Research Network Conference, Paris, France.
- McGovern, J., Vinjamuri, M., & Rojamenas, L. (April, 2017). *Challenging the intersection of ageism and heterosexism in the classroom: Pedagogical strategies*. CUNY Faculty Diversity and Inclusion Conference. New York, NY.
- McGovern, J. (March, 2017). *Challenging ageism in the classroom: The impact of experiential learning on college students considering a career in the helping professionals* (session Chair). Association for Gerontology in Higher Education's 43rd Annual Meeting and Educational Leadership Conference. Miami, FL.
- McGovern, J. (March, 2017). *Experiential learning to increase community practice with older adults: The strengths assessment*. BPD Annual Conference, New Orleans, LA.
- McGovern, J. (November, 2016). *Lessons learned from LGBTQ care partnering*. 26th Annual Alzheimer's Europe Conference, Copenhagen, Denmark.
- McGovern, J. (October, 2016). *Communal Caring: An Alternative Paradigm for Dementia Care Among LGBT Older Adults*. Aging and Society Sixth Interdisciplinary Conference, Linköping, Sweden.
- McGovern, J. (March, 2016). *Practice with Older Adults in New York City: Preparing Social Work Students and Educators for Leadership in Gerontology Worldwide*. Association for Gerontology in Higher Education's 42nd Annual Meeting and Leadership Conference. Long Beach, CA.
- McGovern, J. (January 2016). *Location, Location, Location: Addressing Urban-Rural Disparities in Dementia Practice and Research* (poster). Society for Social Work Research 20th Annual Conference.
- Zerzan, B., McGovern, J. and Kolb, P. (November, 2015). *Supporting Quality of life: End of Life and the Future of Social Work* (workshop). New York State Social Work Education Association annual conference. Saratoga, NY.
- McGovern, J. and Munschi, S. (November, 2015). *"First-generation" caregiving: Social work practice with aging South Asian families*. Aging and Society, Fifth Interdisciplinary conference, Washington, DC.
- McGovern, J. and Vinjamuri, M. (November, 2015). *Future expectations and intergenerational LGBT exchange: Improving outcomes throughout the life course*. Aging and Society, Fifth Interdisciplinary Conference, Washington, DC.
- McGovern, J., Kolb, P. and Ogden, L. (October 2015). *Brave new world: Cultural humility in the context of global aging* (workshop). Council on Social Work Education Annual Meeting, Denver, CO.

- McGovern, J., Kolb, P., and Ogden, L. (March, 2015). *New frontiers in diversity: The impact and implications of global aging* (workshop). CUNY Faculty Diversity and Inclusion Conference, NYC.
- McGovern, J. (February, 2015). *Global collaborations: Supporting immigrants aging alone far from home* (poster/accepted). Association for Gerontology in Higher Education 41st Annual Meeting and Educational Leadership Conference. Nashville, Tennessee.
- McGovern, J. (October, 2014). *Dignity of the forgotten: Dementia and the LGBT community* (accepted). 24th Alzheimer's Europe Conference. Glasgow, Scotland.
- McGovern, J. (October, 2014). *Strangers in a strange land: Bilingual Immigrants aging alone far from home* (poster/accepted) 43rd Annual and Scientific Meeting of the Canadian Association of Gerontology. Niagara Falls, Canada.
- McGovern, J. (October, 2014). *Aging alone: Implications for social work education and Practice*. New York State Social Work Education Association, Saratoga Springs, New York.
- McGovern, J. (May, 2014). *Beyond the classroom Personal growth, marketability and the social work curriculum*. CUNY 10th Annual CUE Conference, Queens, NY.
- Ataie, J., & McGovern, J. (November, 2013). *Photovoice: How Research and Intervention Can Merge for Optimal Living with Dementia in Late Life*, Gerontological Society of America, 66th Annual Meeting, New Orleans, LA.
- McGovern, J. (July, 2013). *Practice with Families Affected by Dementia: Maintaining and Regaining Quality of Life*, (paper), International Conference for the Advanced Practice of Clinical Social Work, Reykjavik, Iceland.
- Ataie, J., & McGovern, J. (November, 2012) *Expanding Boundaries: Teaching Aging Topics with Photovoice and Phenomenology*. The Gerontological Society of America, 65th Annual Scientific Meeting, San Diego, CA.
- McGovern, J. (November, 2012). *Living Well With Dementia: A New Frontier for Aging-Affirmative Social Work Research and Practice*, (poster), Gerontological Society of America 65th Annual Scientific Meeting, San Diego, CA.
- McGovern, J., & Ataie, J. (February, 2012). *Aging and general education: Challenges to traditional research pedagogy*. Association for Gerontology in Higher Education, 39th Annual Conference, Washington, DC.
- McGovern, J. (July, 2011). *Picturing dementia: An exploration of social message cinema*. First Annual London Film and Media Conference, London, UK (accepted).
- McGovern, J., & Ataie, J. (January, 2011) *New horizons in aging research: Qualitative approaches to understanding dementia* (workshop). Society for Social Work Research 15th Annual Conference, Tampa, FL.
- McGovern, J., & Ataie, J. (October, 2010). *Fresh approaches to qualitative research and teaching aging: Photovoice and phenomenology* (roundtable discussion). Council on Social Work Education Annual Program Meeting, Portland, OR.
- McGovern, J. (November, 2009). *Performing dementia: Interdisciplinary approaches to creative clinical care*. Gerontological Society of America 62nd Annual Scientific Meeting, Atlanta, GA.

- McGovern, J. (June, 2009) *Phenomenology and social work: Social exchange and social justice*. International Human Sciences Research Conference 28th Annual Conference, Molde, Norway.
- McGovern, J. (November, 2008). *Embodied personhood: Anchoring resilience of the Alzheimer's Disease care dyad in physical relationship*. Gerontological Society of America, 61st Annual Scientific Meeting, Washington, D.C.

PROFESSIONAL PRESENTATIONS (INVITED)

- Kahn, J., & McGovern, J. (3/2018). *Ambition, ambivalence, action: Tapping women's leadership*. American Council of Education, Lehman College Women's Chapter, Lehman College, Bronx, NY.
- McGovern, J. (3/2018). *Through the lens of age: A faculty student photovoice collaboration*. Grants That Fund Undergraduate Research Workshop, CUNY Research Foundation, New York, NY.
- McGovern, J., Sisselman-Borgia, A., George Moses, C. (1/2018). *Student-faculty research collaborations: Producing, presenting and publishing new knowledge in the social sciences*. Second Annual Lehman College Faculty Retreat. Bronx, NY.
- McGovern, J., & Kahn, J. (1/2018). *Nurturing the leader within: Ambition, Ambivalence, Action*. Second Annual Lehman College Faculty Retreat. Bronx, NY. 1/22/2018.
- McGovern, J. and Esbitt, S. (12/2017). *Wellness and the life course perspective: Working with older adults*. HRSA Training Grant workshop, Lehman College Department of Social Work.
- McGovern, J. (10/2017). *Substance abuse among older adults: Context, Assessment, Treatment (in the U.S.)*, Linkoping University Department of Social Work, Norrkoping, Sweden (visiting scholar).
- McGovern, J. (10/2017). *Dementia care partnerships: Increasing wellbeing through social work practice, education and research*. Linkoping University Department of Social Work and Center for Aging Studies, Linkoping University, Norrkoping, Sweden (visiting scholar).
- McGovern, J. (10/2016). Keynote Address: *Older adults and substance abuse: Prevalence, assessment and approaches to care*, Washington Heights and Inwood Council on Aging annual conference.
- McGovern, J. (1/2016). *Aging and ageism within the LGBT community*. Pride in Practice annual symposium, NYU Silver School of Social Work.
- McGovern, J. and Ogden, L. (4/2015). *Older Adults and SBIRT: A brief assessment and intervention for substance abusing and misusing older adults*. Lehman College Department of Social Work Faculty Training.
- McGovern, J. (2015). *The Life Course of Intersectionality: Social Work Practice in the Context of Global Aging*, NYU Silver School of Social Work Common Day.
- McGovern, J. (2015). *New Frontiers in Diversity: The Impact and Implications of Global Aging*. Lehman College (CUNY) Department of Social Work SIFI Certification Program.
- McGovern, J. (2014). *Social Work Practice in Aging: Special Issues*. Lehman College (CUNY) Department of Social Work SIFI Certification Program.
- McGovern, J. (2014). *So funny I forgot to laugh: Humor and Other Strengths-based Approaches to Dementia Care*. Lehman College (CUNY) Department of Social Work.

McGovern, J. (2011). *The Caregiving Rollercoaster: How We Can Help*. Alzheimer's Association 11th Annual Early-Stage Memory Disorders Forum, New York Academy of Medicine, New York, NY.

McGovern, J. (2010). *Careers in Academia: The Social Work PhD*. Professional Development Panel, NYU Silver School of Social Work.

SERVICE TO THE DEPARTMENT

- Research Curriculum Committee, *Chair*, 2018-present.
- Undergraduate Fieldwork seminar and practicum course sequence Re-Accreditation Committee, *Team Leader*, 2017-present.
- Undergraduate Research Course Development Committee, *Chair*, 2015-present.
- Undergraduate Fieldwork Seminar Curriculum Committee, *Chair* 2015-present.
- Undergraduate Social Work Club, *Faculty Advisor*, 2015-2018.
- Undergraduate Social Work Practice Curriculum Committee, 2013-2015
- Undergraduate Middle States Evaluation Committee, 2013-2014, 2016-2017.
- Urban Social Work Conference Exploratory Committee, 2014-present.
- Graduate Policy Curriculum Committee, 2013-15.
- Grade appeal committee, 2014-2015, 2016.
- Library Committee, 2014-present.
- Academic Integrity Committee, 2014-present.
- Undergraduate Program Orientation Committee, 2013-present.
- Graduate Program Orientation Committee, 2013-present
- PhD Program Committee, NYU Silver School of Social Work, 2008-2010.

SERVICE TO THE COLLEGE

- Dementia Care certificate developer and instructor, Lehman College, Bronx, NY, 2019.
- Experiential Learning Opportunities, committee member, 2018-present.
- New Faculty Orientation: Grant Writing/Submission, IRB and Student Research, *Panelist*, 4/2019.
- Middle States Commission on Higher Education, *Faculty representative*, 2019.
- Interdisciplinary Minor in Aging, *Co-coordinator*, 2018-present.
- Ad Hoc Transition Committee School of Human Services, Social Work and Nursing, 2018.
- COACHE Faculty Task Group, 2015-present.
- Lehman College Faculty Retreat, *Faculty Presenter*, 1/2018.
- Student Engagement, *Director*, Lehman College, 2016-present
- Student Research Advisory Board, *Chair*, Lehman College, 2016-present
- American Council on Education, Lehman College Chapter, Women's Network, *Planning Committee Member*, 2016-present
- Interdisciplinary Research Collaborations Work Group 2015-2016.

SERVICE TO THE UNIVERSITY

- CUNY Institute for Health Equity, *Interim Director*, 2019-2020.

- CUNY Faculty Senate, *State of the Faculty committee*, 2017-2020.
- CUNY Institute for Health Equity, *Faculty member*, 2017-present

PROFESSIONAL SERVICE

Developer and instructor, Dementia Care certificate, Lehman College, Bronx, NY, 2019.

Moderator, Taking the Road Less Traveled: Innovative and Experiential Modalities on Trauma Care, Third Annual Social Work Education Conference, Lehman College, Bronx, NY 2016.

Reviewer, *Journal of Gerontological Social Work*, 2018.

Abstract Reviewer, *Gerontological Society of America 71st Annual Meeting*, 2018.

Reviewer, *International Journal of Aging and Society*, 2018.

Visiting Scholar, Linkoping University Department of Social Work, Norrkoping, Sweden, 2017.

Associate Editor, *The Arts Collection*, 2017.

Course Developer and Instructor, Continuing Education Units, Older Adults and Substance Abuse, Lehman College, 2016, 2017.

Keynote Speaker, Washington Heights and Inwood Council on Aging annual conference, 2016.

Presenter, Pride in Practice Conference, New York University School of Social Work, 2016

Task Force Member, Specialty Practice in Gero Social Work, Curricular Guide Development Task Force, Council of Social Work Education, 2016.

Associate Editor, *Journal of Aging and Society*, 2016.

Reviewer, *Journal of Applied Gerontology*, 2016.

Abstract Reviewer, *Gerontological Society of America 69th Annual Meeting*, 2016.

Abstract Reviewer, Association for Gerontology in Higher Education, 2016.

Reviewer, *Journal of Family Social Work*, 2014.

Reviewer, *Journal of Gerontological Social Work*, 2012.

Board Member, United Neighbors of East Midtown, New York, NY

UNEM provides therapeutic, social and casework services to homebound elderly citizens in mid-town Manhattan, 2009-2013.

Alzheimer's Ambassador, Alzheimer's Association New York City Chapter
Educate public; recruit volunteers; spearhead advocacy and policy actions, 2007-present.

AWARDS

CUNY Research in the Classroom, finalist, 2016 (\$1,000).

Lehman College, Sophomore Year Initiative Faculty Award, 2016.

Alzheimer's Association, Alzheimer's Ambassador (volunteer recognition), 2010

NYU, Interdisciplinary Graduate Forum Fellow, 2008

Gerontological Association of America, Finalist, Social Research, Policy and Practice Emergent Scholar Award, 2008

Hartford Foundation, Geriatric Social Work Pre-dissertation Award, 2007

New York State Dept. for the Aging, Intergenerational Programming Award, 1998

New York State Senate, Distinguished Contribution to Cultural Life, 1993

LANGUAGE PROFICIENCY

French (native speaker)

Spanish (conversational)

PROFESSIONAL CREDENTIALS AND MEMBERSHIPS

Credentials

Licensed Master of Social Work, license # 067935

Certificate in Conflict Mediation, NYU School of Social Work, 2003

Memberships

American Council on Education

Association of Baccalaureate Program Directors

Association for Gerontology Education in Social Work

Association for Gerontology in Higher Education

Council on Undergraduate Research

Gerontological Society of America

International Federation of Social Workers

National Association of Social Workers

PSC-CUNY

Society for Social Work and Research

Yale Alumni Association, Class of '85 Delegate, 2016-2019

Yale Alumni Nonprofit Alliance

Yale Women

NAME: **Danielle Magaldi**COLLEGE: **Lehman College**TITLE: **Associate Professor**DEPARTMENT: **Counseling,
Leadership, Literacy, and Special
Education**HIGHER EDUCATION:

A. Degrees

Institution	Dates Attended	Degree & Major	Date Conferred
Fordham University	2007-2010	PhD/Counseling Psychology	May 2010
Fordham University	2005-2007	MS/Counseling Psychology	May 2007
Quinnipiac University	1994-1998	BS/Occupational Therapy	May 1998

EXPERIENCE:

A. Teaching/Administrative Duties

Institution	Dates	Rank	Department
Lehman College	09/2018	Associate Professor	Counseling, Leadership, Literacy, & Special Education
Lehman College	01/2011- 09/2018	Assistant Professor	Counseling, Leadership, Literacy, & Special Education
Lehman College	08/2010- 01/2011	Substitute Assistant Professor	Counseling, Leadership, Literacy, & Special Education

EXPERIENCE: (continued)

B. Other

Institution	Dates	Title
Ryken Education Center	9/2004-7/2009	Senior Occupational Therapist/Special Education Instructor
Children of the City	9/2001-8/2007	Director of Program Development/Curriculum Developer
Young Adult Institute	9/1999-9/2002	Pediatric Occupational Therapist

ACADEMIC AND PROFESSIONAL HONORS:

Distinguished New Faculty Award (Awarded April 10, 2013)
Nominated by Lehman College and awarded by the International Conference of Teaching and Learning
Fellow, Faculty Fellowship Publication Program, Spring 2013
Exploring Diversity Honors Recipient
Dean's Academic Scholarship, 1994-1998
Pi Theta Epsilon, Occupational Therapy Honor Society

CERTIFICATIONS AND LICENSES:

New York State Licensed Psychologist
New York State Licensed Occupational Therapist
Certified Trauma Counselor, Certificate, October 2001
Assessment and Treatment of Pediatric Sensory Processing Disorders, Certificate, June 2000
Assessment and Treatment of Pediatric Hypotonia, Certificate, December 2000

TEACHING AND CURRICULAR DEVELOPMENT:

Collaborated on new curriculum for Adolescent Students with Disabilities Program, which received approval from New York State, Fall 2011
Collaborated to develop curriculum for 3 Advanced Certifications in Special Education (at the Early Childhood, Childhood, and Adolescent Levels). These programs all received state approval.
Collaborated to refine student teaching experience to prepare students for the licensing exam (edTPA)

COURSES TAUGHT:

EDS 701: Understanding Individuals with Disabilities (3 sections)

EDS 703: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Children (2 sections)

EDS 707: The Childhood Student with Disabilities (1 section)

EDS 708: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood (2 sections)

EDS 709: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students (3 sections)

EDS 710: Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Children (2 sections)

EDS 711: Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities (1 section)

EDS 712: The Adolescent Student with Disabilities (1 section)

EDS 714: Curriculum & Instructional Practice with Culturally & Linguistically Diverse Adolescents with Disabilities in Inclusive Settings (2 sections)

EDS 715: Research in Special Education (5 sections)

EDS 716: Practicum in Curriculum & Instructional Practice with Culturally & Linguistically Diverse Adolescents with Disabilities in Inclusive Settings (2 sections)

EDS 717: Practicum in Assessment of Culturally and Linguistically Diverse Adolescents with Disabilities in Inclusive Settings (1 section)

EDS 718: Culminating Master's Project (3 sections)

EDS 719: Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings (6 sections)

EDS 720: Student Teaching Seminar (3 sections)

EDS 741: Psycho-educational Evaluation of Children with Learning Problems (1 section)

EDS 743: Behavioral Assessment, Management, and Change (6 sections)

PUBLICATIONS:

Book Chapters in Refereed Volume:

Trub, L. & **Magaldi**, D. (2019). Digital dialectics. In H. Weinberg and A. Rolnick (Eds.), *Internet for Groups, Families, and Individuals*, Routledge. [40% contribution]

Magaldi, D., Appel, R., & Berler, M. (2018). Adolescence and social media use. In S. Hupp & J. Jewell (Eds.), *The Encyclopedia of Child and Adolescent Development*, Hoboken, NJ: Wiley-Blackwell. [75% contribution]

Essig, T., **Magaldi**, D., & Trub, L. (2018). Technology, intimacy and simulations of intimacy. In Salman Ahktar and Gurmeet Kanwal (Eds.), *Intimacy: The Ins and Outs*. Karnac. [30% contribution]

Magaldi, D., & Berler, M. (2018). The semi-structured interview. In V. Zeigler-Hill & T. Shackelford (Eds.), *The Encyclopedia of Personality and Individual Differences*, New York, NY: Springer Publications. [50% contribution]

Magaldi, D., Park-Taylor, J., & Latella, L. (2016). Women's religion and spirituality. In M. Keitel & M. Kopala (Eds.), *Handbook of Counseling Women* (2nd ed.), Thousand Oaks, CA: Sage Publications. [50% contribution]

Articles (referred):

Ponterotto, J., Fietzer, A., Fingerhut, E., Woerner, S., **Magaldi**, D., Rust., J. (2019). Multicultural Personality Inventory-Short Form: Development and validation, *Journal of Personality Assessment*. [20% contribution]

Trub, L. & **Magaldi**, D. (2017). Left to our own devices, *Psychoanalytic Perspectives*, 14:2, 219- 236, DOI: [10.1080/1551806X.2017.1304118](https://doi.org/10.1080/1551806X.2017.1304118) [40% contribution]

Magaldi, D., & Park-Taylor, J. (2016). Our students' minds matter: Integrating mindfulness practices into special education classrooms. *Journal of Special Education Apprenticeship*, 5(2), 1-11. [50% contribution]

Magaldi, D., Conway, T., & Trub, L. (2016). "I am here for a reason": Minority teachers bridging many divides in urban education. *Race, Ethnicity, and Education* [50% contribution]

- Magaldi, D., & Trub, L.** (2016). (What) do you believe? Therapist spiritual/religious/non-religious self-disclosure. *Psychotherapy Research*.
DOI: 10.1080/10503307.2016.1233365 [75% contribution]
- Magaldi-Dopman, D.,** Marshall, A.M., Rivera-McCutchen, R., & Roberts, L. (2015). Acadames: Living and working towards tenure. *Journal of Faculty Development*, 29, 37–42. [equal contribution]
- Magaldi-Dopman, D.** (2014). An “after-thought”: Counseling trainees’ multicultural competence within spiritual/religious domain. *Journal of Multicultural Counseling and Development*, 42, 194-204.
- Ponterotto, J.G., Fietzer, A.W., Fingerhut, E.C., Woerner, S., Stack, L., **Magaldi-Dopman, D.**, Rust, J. Nakao, G., Tsai, Y., Black, N., Alba, R., Desai, M., Frazier, C., LaRue, A., & Liao, P. (2013). Development and score validation of the Multicultural Personality Inventory (MPI). *Journal of Personality Assessment*, 96(5), 544-558.
DOI: 10.1080/00223891.2013.843181 [20% contribution]
- Magaldi-Dopman, D., & Park-Taylor, J.** (2013). Integration amidst separation: Religion, urban education, and the First Amendment. *The Urban Review*, 46, 47-62. [75% contribution]
- Magaldi-Dopman, D., & Park-Taylor, J.** (2013) (Reprint). Sacred adolescence: Practical suggestions for psychologists working with adolescents’ religious and spirituality identity. *Spirituality in Clinical Practice*, 1, 40-52. [75% contribution]
- Magaldi-Dopman, D., & Conway, T.** (2012). Allied forces: The working alliance for meaningful parent-educator partnerships in special education. *Journal of Special Education Apprenticeship*, 2,1-15. [75% contribution]
- Magaldi-Dopman, D., Park-Taylor, J. & Ponterotto, J. G.** (2011). Psychotherapists’ spiritual, religious, atheist or agnostic identity and their practice of psychotherapy: A grounded theory study, *Psychotherapy Research*, 21, 286-303. [85% contribution]
- Magaldi-Dopman, D., & Park-Taylor, J.** (2010). Sacred adolescence: Practical suggestions for psychologists working with adolescents’ religious and spirituality identity. *Professional Psychology: Research and Practice*, 41, 382-390. [75% contribution]

PH.D. THESIS TITLE: Magaldi-Dopman, D. (2009). Psychologists’ experience of spiritual/religious material through the lens of their own spiritual/religious/nonreligious identity.

UNPUBLISHED WORK: (supported by evidence)

Works submitted for publication:

Trub, L., & **Magaldi, D.** (submitted). Secret powers: Googling your therapist or teacher.

Works in Progress:

Magaldi, D., & Park-Taylor, J. (in preparation). Mindfulness as an essential element of behavioral management. *Journal of Special Education*

Magaldi, D. (in preparation). Non-cognitive skills: The skills that help students grow and know. *Research in the Schools*

PRESENTATIONS, REFEREED:

Magaldi, D., Prout, T., & Crumbly, A. (2019, June). *Building an Alliance between Psychology and Religion*. The Society for the Exploration of Psychotherapy Integration. Lisbon, Portugal.

Trub, L. & **Magaldi, D.** (2019, June). *Searching in/behind the Screen: Imagining each other through a Digital Veil*. The International Association of Relational Psychoanalysis and Psychotherapy. Tel Aviv, Israel.

Magaldi, D. (2019, February). *Panel of the Technology and Screens in the Development of Children and Adolescents*. The Child Congress: Department of Psychoanalytic Education

Panel Presenters included: Daniel Gensler, Andrew Eig, Norka Malberg

Magaldi, D. & Trub, L. (2018, August). *The Digital Third*. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.

Magaldi, D., Prout, T., & Crumbly, A. (2018, June). *Faith and suffering: Psychotherapy within an integrative framework*. Workshop presented at the Society for the Exploration of Psychotherapy Integration Annual Convention, New York, NY.

Magaldi, D., & Trub, L. (2018, June). *Is religion treatable? Saving patients from the biases of psychotherapy*. Poster presented at the Society for the Exploration of Psychotherapy Integration Annual Convention, New York, NY.

Magaldi, D., Marshall, A.M., Rivera-McCutchen, R., & Roberts, L. (2017, March). *AcaDames: Diverse female junior faculty living and working towards tenure*. Panel presented at the City University of New York Faculty Diversity & Inclusion Conference, New York, NY.

Magaldi, D., Folsom, C., & Kremenitzer, J. (2017, January). *Mindfulness and emotional intelligence in pre-service educator training*. The School of Education Faculty Retreat,

Lehman College, New York.

Magaldi, D., Park-Taylor, J., & Rodriguez, A. (2016, October). *Discovering the inner in inner-city education: The case for mindfulness*. The Institute for the Study and Promotion of Race and Culture, Boston, MA.

Magaldi, D., & Trub, L. (2016, August). *Do you want to know? Spiritual self-disclosures in therapy*. Paper presented at the American Psychological Association Annual Convention, Denver, CO.

Magaldi, D., Park-Taylor, J., & Latella, L. (2016, August). *Supporting the religious/spiritual identity development of women*. Poster presented at the American Psychological Association Annual Convention, Denver, CO.

Trub, L., & **Magaldi, D.** (2016, June). *Technology and the therapeutic frame: Changing boundaries on the digital frontier*. Workshop presented at the Society for the Exploration of Psychotherapy Integration Annual Convention, Dublin, IRL.

Magaldi, D., & Trub, L. (2016, June). *The God of therapy: Collisions between sacred and psychological truths*. Paper presented at the Society for the Exploration of Psychotherapy Integration Annual Convention, Dublin, IRL.

Trub, L., & **Magaldi, D.** (2016, June). *Technology and beyond*. Symposium presented at the Society for the Exploration of Psychotherapy Integration Annual Convention, Dublin, IRL.

Ponterotto, J., Fietzer, A., Fingerhut, E., Woerner, S., **Magaldi, D.**, & Rust, J. (2015, August submission). *Development and initial score validation of the Multicultural Personality Inventory (MPI- SF)*. American Psychological Association Annual Convention, Toronto, CA.

Magaldi-Dopman, D., & Trub, L. (2015, August). *Telling without telling: spiritual/religious/nonreligious self-disclosure in therapy*. American Psychological Association Annual Convention, Toronto, CA.

Magaldi-Dopman, D., & Park-Taylor, J. (2015, August). *God and (Wo)man: Understanding the relational aspect of women's spirituality through a clinical case*. American Psychological Association Annual Convention, Toronto, CA.

Magaldi-Dopman, D., & Hamadani, J. (2015, August). *Making connection—Mindfulness and psychoanalysis*. Division 39, American Psychological Association Annual Convention, Toronto, CA.

Magaldi-Dopman, D., Marshall, A.M., Rivera-McCutchen, R., & Roberts, L. (2015, April). *Academes: Living and working toward tenure*. American Educational Research Association Annual Convention, Chicago, IL.

- Magaldi-Dopman, D., & Trub, L.** (2014, April). *Do you really want to know? Spiritual/religious self-disclosure*. Society for the Exploration of Psychotherapy
- Mazzullo, E., & **Magaldi-Dopman, D.** (2014, February). *Urban educators' perceptions of non-cognitive skills in the urban classroom*. Teacher's College Winter Roundtable Conference, New York.
- Magaldi-Dopman, D.** (2013, August). *Counselors' spiritual/religious self disclosure*. American Psychological Association Annual Convention, Honolulu, HI.
- Magaldi-Dopman, D., & Bouknight, T.** (2013, July). *It's the God in me: Integrating spirituality and religion into career counseling for students of color*, National Career Development Association Annual Convention, Boston, MA.
- Magaldi-Dopman, D.** (2013, April). *Extending scaffolding: Mentorship to help students build their scholarly community*. 24th Annual International Conference on College Teaching and Learning, Ponte Vedra, Florida.
- Conway, T., & **Magaldi-Dopman, D.** (2013, February). *Novice urban educators' perceptions of immigrant students, culture and family*. Teacher's College Winter Roundtable Conference, New York.
- Oakley, J., & **Magaldi-Dopman, D.** (2013, February). *Barrier free: Pre-Service special education teachers and multicultural competence*. Teacher's College Winter Roundtable Conference, New York.
- Magaldi-Dopman, D., & Park-Taylor, J.** (2012, August) *Adolescent identity: Practical applications for special educators, school counselors, and psychologists*. American Psychological Association Annual Convention, Orlando, FL.
- Ponterotto, J., Fietzer, A., Fingerhut, E., Woerner, S., Stack, L., **Magaldi-Dopman, D., & Rust, J.** (2012, August). *Development and initial score validation of the Multicultural Personality Inventory (MPI)*. American Psychological Association Annual Convention, Orlando, Florida.
- Magaldi-Dopman, D., & Morris, C.** (2009, August). *Adolescents' spiritual/religious identity development*. American Psychological Association Annual Convention, Toronto, Canada.
- Magaldi-Dopman, D., & Morris, C.** (2008, August). *Psychology trainees' spiritual/religious/nonreligious identification and its effect on the therapeutic relationship*. American Psychological Association Annual Convention, Boston, MA.

PRESENTATIONS. INVITED:

Magaldi, D. (2019, March). Grounded Theory Research. The School of Education, Lehman College, New York.

Magaldi, D. (2017, April). *Understanding spirituality as a component of multicultural preparation for teachers and counselors*. Department of Psychological and Educational Services, Pace University, New York.

GRANTS RECEIVED:

Open Education Text Book Conversion Proposal, Lehman College Library, Spring 2019 (\$2000)
Awarded for converting textbook into open educational resources for Lehman College students

Open Education Text Book Conversion Proposal, Lehman College Library, Spring 2018 (\$2000)
Awarded for converting textbook into open educational resources for Lehman College students

Travel Award Grant (2016), Provost's Initiative \$2,000
Supported travel to Society for the Exploration of Psychotherapy Integration (SEPI) conference

PSC-CUNY 46 Research Award (2015) \$3,499.64
Project Title: The Experiences of Teachers of Color in Urban Education

Travel Award Grant (2014) \$1,100
Supported travel to annual conference of American Educational Research Association (AERA)

PSC CUNY (2014) \$3,499
Project Title: Non-Cognitive Skills in Urban Education School

of Education Travel Award (2013-2014) \$550

School of Education Faculty Scholarship Fund (2013-2014) \$1,000
Project Title: Non-Cognitive Skills: The Skills to Not Only Know, But Grow

George N. Shuster Fellowship (2013-2014) \$1,647.60 Project
Title: Diverse Teachers Teaching Diverse Students

Faculty Fellowship Publication Program (Spring 2013) 3 credits of reassigned time awarded
Project Title: Parent-Educator Partnerships in Urban Education

School of Education Faculty Scholarship Fund, Lehman College (2012-2013) \$1,000 Project
Title: Academes: Negotiating the Journey from Junior Faculty to Tenure

Travel Award Grant (Fall 2012) \$1,000

Supported travel to the American Psychological Association to present two research studies

George N. Shuster Fellowship (2011-2012) \$1,680

Project Title: Developing the Inner in Inner-City Classrooms: Mindfulness Practices in Special Education Urban Classrooms

PSC CUNY (2012) \$3,499

Project Title: Mind over Matter: Evaluating Mindfulness Interventions for At-Risk Students

GRANTS SUBMITTED:

1440 Mind and Life Grant (unfunded) \$15,000

Project Title: Making Thoughtful Friends: Teaching Mindfulness to Bolster Immigrant Students' Interpersonal Skills and Emotional Well Being

Institution of Education Sciences (unfunded) \$1,500,000.

Project Title: Mindfulness with Educationally At-Risk Students in Urban Education

SERVICE:

Department

Department Grade Appeals Committee Member, 2010-Present

Peer Teaching Observer, 2010-Present

Program Representative at Graduate Open House, Fall 2010 and Spring 2011

Program Representative at Graduate Open House, Fall 2015 and Spring 2016

Program Representative at Graduate Open House, Fall 2016 and Spring 2017

College-Wide New Student Orientation Program Representative, Spring 2017

Liaison and mentor for adjuncts teaching behavior management courses, 2014- Present

School of Education

CAEP Advanced Preparation Group, Present

Program Coordinator, Special Education Advanced Certification Programs, 2013-2015

Program Coordinator, Special Education Advanced Certification, Early Childhood, 2013-Present

Program Coordinator, Special Education Early Childhood Programs, 2015-Present

Teacher Preparation Partnership Working Group with Department of Education, 2016-Present

Assessment Committee, 2016-Present

iPad Technology Leadership Team, 2011

NCATE Standard V Committee Member, 2011-Present

Senate Meeting of May 6, 2020
Committee

Graduate Studies

Strategic Educational Technology Planning Committee
Special Education Full-Time Faculty Search Committee 2011, 2016
Special Education Lecturer Search Committee 2012
Research & Writers Group, 2011-Present

College

Lehman Teaching & Learning Commons Member 2010-2014
Student Technology Fee Committee Member 2010 – 2015
Faculty Research Advisory Board Member 2013-Present
Search Committee Member for Research Manager, Spring 2017

Community

Diversity Committee Member, Public School 107
Children of the City - provide educational consultations, 2005-Present

Profession

Journal of Special Education Apprenticeship – reviewer
Identity – reviewer
Journal of Infant, Child, and Adolescent Psychotherapy - reviewer

MEMBERSHIP AND LEADERSHIP POSITIONS IN PROFESSIONAL SOCIETIES:

National Association of Special Education Teachers (NASSET) – member
American Educational Research Association (AERA) - member
Council for Exceptional Children (CEC) - member
American Psychological Association (APA) - member
New York State Psychological Association (NYSPA) – member
Society for the Exploration of Psychotherapy Integration (SEPI) - member
American Occupational Therapy Association (AOTA) - member

<p>Wesley B. Pitts, PhD City University of New York Department of Middle and High School Education Carman Hall, B29 and 232 250 Bedford Park Blvd West Bronx, New York 10468 Phone:917-960-6097 Email: wesley.pitts@lehman.cuny.edu</p>	<p>Lehman College, CUNY http://www.lehman.edu/academics/education/middle-high-school-education/index.php CUNY, Graduate Center https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Urban-Education/Faculty-Bios/Wesley-Pitts</p>
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TITLE: Professor

HIGHER EDUCATION

A. <u>DEGREES</u>			
<u>Institution</u>	<u>Dates</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
The Graduate Center, City University of New York	2004 - 2007	Ph.D., Urban (Science) Education	September, 2007
The Graduate Center, City University of New York	2004 - 2007	MPhil, Urban (Science) Education	September, 2007
The City College of New York, City University of New York	1998 - 2000	M.A., Pure Mathematics	May, 2000
The City College of New York, City University of New York	1986 - 1992	B.A., Biochemistry and Applied Mathematics	May, 1992
B. <u>Additional Higher Education and/or Education in Progress</u>			
<u>Higher Education</u>			
McGill University, Faculty of Education, Visiting Student, Summer 2006			
<u>Professional Development</u>			
CUNY 2019 Department Chair Leadership Program, 2019			
Lehman College VoiceThread Training, 2017			
National Board (Teacher) Certification Support Provider Training- Jump Start Training, 2016			
Enhancing Your Class with Blackboard Collaborate, CUNY School of Professional Studies, 2015			
Association of American Colleges & University Project Kaleidoscope(PKAL)- Summer STEM Leadership Institute, 2015			

Connect to Learn, Professional Development Series for Faculty involved in Implementing Electronic Portfolio Initiative, 2011 -2013

EXPERIENCE

B. <u>Teaching</u>			
<u>Institution</u>	<u>Dates</u>	<u>Rank/Position</u>	<u>Department</u>
CUNY, Lehman College	2019-	Professor	Middle & HS Ed.
CUNY, Lehman College	2007-	Associate Professor (Tenured-2014-2019) Assistant Professor (2007-2014)	Middle & HS Ed.
CUNY, Graduate Center	2019	Professor (Member since 2009)	Urban Education
CUNY, Graduate Center	2009-2014	Associate Professor (Tenured-2014-2019) Assistant Professor (2009-2014)	Urban Education
University of Pennsylvania, PA	2007-2011	Faculty Lecturer	Master of Chemistry Education Program
CUNY, Sophie Davis School of Education, CCNY	1995-2000	Chemistry Instructor	Bridge to Medicine Program
College of New Rochelle, NY	1994-1997	Lecturer/Academic Advisor	Higher Education Opportunity Program

B. <u>Other(Continued)</u>			
<u>Institution</u>	<u>Dates</u>	<u>Rank/Position</u>	<u>Department</u>
CUNY, Graduate Center	2006-2007	GK-12 Doctoral Fellow	The Center for Advanced Study in Education
CUNY, Sophie Davis School of Education (York College Site)	2000-2006	Deputy Director	Queens Bridge to Medicine
CUNY, Sophie Davis School of Education (York College Site)	2001-2006	Director/EXPLORE! Program	Queens Bridge to Medicine
New York University	2002	Admissions	Physics

	(Summer)	Coordinator/NY School Array Summer Institute	
Fertility Antibody Diagnostics, Inc.	1990-1998	Laboratory Manager	Diagnostics

ACADEMIC AND PROFESSIONAL HONORS

2011 Faculty Recognition Award in Research for 2011 in the School of Education, Lehman College
2009 National Association for Research in Science Teaching (NARST) 2009 Equity Award, \$500 Scholarship

PUBLICATIONS (last seven years only)

Publications (Since Promoted to Associate Professor)

Refereed Journals

Lehner-Quam, A. & Pitts, W. (2019). Exploring innovative ways to incorporate the ACRL Framework in graduate science teacher education ePortfolio Projects. *New Review of Academic Librarianship*, onlinefirst. doi: 10.1080/13614533.2019.1621186

Pitts, W. & Lehner-Quam, A. (2019). Engaging the Framework for Information Literacy for Higher Education as a Lens for Assessment in an ePortfolio Social Pedagogy Ecosystem for Science Teacher Education. *International Journal of ePortfolio*, 9 (1), 29-44.

Martinez Gallard, J.A., Pitts, W.B., Ramos de Robles, Ramos, L & Brkich, K. M. (2019). Discerning contextual complexities in STEM career pathways-Insights from successful Latina. *Cultural Studies in Science Education*, onlinefirst. (25 pages). doi.org/10.1007/s11422-018-9900-2.

Martinez Gallard, J.A., Pitts, W.B., Brkich, K. M. & Ramos de Robles, L. (2018). How does one recognize contextual mitigating factors (CMFs) as a basis to understand and arrive at better approaches to research design? *Cultural Studies of Science Education*, onlinefirst (23 pages). doi:10.1007/s11422-018-9872-2

Prince, A, Pitts, W., Parkin, D. (2018). Assessing power distribution and the quality of argumentation in a POGIL biochemistry classroom. *Journal of College Science Teaching*, 47(4), 92-107.

Stevenson, A., Martinez Gallard, J. A., Brkich, M. K., Bustos Flores, B., Claeys, L & Pitts, W. (2017). Latinas' heritage language as a source of resiliency: impact on academic achievement in STEM field. *Cultural Studies of Science Education*, onlinefirst (13 pages). doi:10.1007/s11422-016-9789-6

Greene, M., Pitts, W. & Dewprashad, B. (2017). Using videography to study the effects of stimulants on *Daphnia Magna*. *The American Biology Teacher*, 37, 35-40.

Book Chapters

Pitts, W., Miller, S. & D'Souza, A. (2014). Teaching in contexts and complexities: Using cogenerative dialogues as an integrated collaborative approach. In K. Tobin & A.A. Shady (Eds.), *Transforming urban education: Urban teachers and students working collaboratively* (pp. 237-253). Rotterdam, NL: Sense Publishing.

PUBLICATIONS (Prior to last seven years only)

Refereed Journals

Fellner, G., Pitts, W. & Zuss, M. (2012). Beyond the sensible world. A discussion of Mark Zuss' The practice of theoretical curiosity. *Cultural Studies of Science Education*, 7, 745- 760.

Pitts, W. & Ruggirello, R. (2012). Using the e-portfolio to document and evaluate growth in reflective practice: The development and application of a conceptual framework. *International Journal of ePortfolio*, 2(1), 49-74.

Pitts, W.B. (2011). Potentialities beyond deficit perspectives: globalization, culture and urban science education in the Bronx. *Cultural Studies of Science Education*, 6, 89-112.

Parsons, E. C., Pitts, W. B., & Emdin, C. (2007). Using the macro as a lens to unpack the corporate communal dialectic. *Cultural Studies of Science Education*, 2, 342-350.

Parsons, E. C., Pitts, W. B., & Emdin, C. (2007). Taking a closer look: Rituals, cogenerative dialogues, and their transformative potential. *Cultural Studies of Science Education*, 2, 351-373.

Colley, K.E. & Pitts, W.B. (2003). After-School Science. *The Science Teacher*, 70 (3), 55-59.

Book Chapters

Colley, K. E. & Pitts, W.B. (2010). Project-based after-school science in New York City. In R. Yager (Ed.), *Exemplary science for resolving societal challenges* (pp. 19-32). Arlington: NSTA Press.

Pitts, W. (2010). Turbulence, risk, and radical listening: a context for teaching and learning science. In W.-M. Roth (Ed.), *Re/Structuring science education: ReUniting psychological and sociological perspectives*, (pp. 99-111). New York: Springer.

Wharton, F. & Pitts, W.B. (2010). Cogenerative dialogues: improving mathematics instruction in an adult basic education program. In K. Scantlebury & C. Murphy (Eds.). *Co-teaching in international context: Research and practice*. (pp. 327-348). New York: Springer.

Other

Gallard, A., Moore-Mensah, F., Pitts, W. & Kaepplinger, A. (2013). NARST position paper: Equity in the Next Generation Science Standards

Dewprashad, B., Pitts, W., & Bayne, G. (2012). Value of Cogenerative Dialogue in STEM Learning. Faculty Resource Networks: Emerging Pedagogies for the New Millennium. (<http://www.nyu.edu/frn/publications/emerging.pedagogies/Dewprashad.Pitts.Bayne.htm>)

UNPUBLISHED WORKS

a. Accepted for publication

Brkich, K. L., Gallard, A., Bayne, G., Pitts, W., Flores, B., & Stevenson, A. (in-press). *Latina parental involvement: Contributions to persistence in STEM fields*. In B. Polnick, B. Irby, & J. Ballenger (Eds.), *Girls and women of color in STEM: Navigating the double bind*. Charlotte, NC: Information Age Publishing.

Book manuscript accepted for publication (in press)

Gallard, A.J., Pitts, W., Flores-Bustos, B. Ramos-de Robles, S.L., *Latina Pathways to Success in Science: Exploring Contextual Mitigating Factors*

Book Contract Issues by Peter Lang Publishing Inc. on February 23, 2017.

Series: Critical Studies of Latinos/as in the Americas

Series Editors: Margarita Machado-Casas and Yolanda Medina

(Manuscript Submitted and Accepted for Publisher February 1, 2019)

Book manuscript accepted for preparation (contract issued, in press)

International Handbook of Research on Multicultural Science Education

Book contract Issued by Springer: 2018

The international handbook is divided into the following sections: Introduction, Science Learning, Science Teaching, Science Curricula, Science Assessment and Evaluation, Science Teacher Education, Issues in Higher Education, Science Education Policy, and Future Research.
Handbook Editor: Dr. Mary Atwater
Section Editor Science Learning: Dr. Wesley Pitts
Estimated Publication Date: 2021

b. Works submitted for publication

c. Works in progress

Greene, M., Pitts, W., Dewprashad, B. (in progress). Using writing as a diagnostic tool to uncover undergraduate students' misconceptions in teaching gas-stoichiometry. In preparation to be (re)submitted to the

PH.D. THESIS TITLE:

Pitts, W.B. (2007). *Being, becoming, and belonging: Improving science fluency during laboratory activities in urban education. Unpublished doctoral dissertation.* The Graduate Center, City University of New York, New York.

CONFERENCE PRESENTATIONS

GRANTS RECEIVED

- | | |
|----------------------|--|
| 2016- 2021
Grant- | Lehman Urban Transformative Education Teacher Opportunity Corps II

New York State Education Department. School of Education Grant.
(Total Award=\$1,500,000; Co-PI: Dr. Gaoyin Qian, Co-PI: Dr. Wesley Pitts)
Provide tuition for 50 participants per year for five years at both the undergraduate and graduate levels. Prioritizing certification tracks in high needs areas such as science, math and special education. Provides each participant with a year-long clinically rich experiences. Grant also support research on self-efficacy of pre-service teachers. |
| 2017-2018 | PSC-CUNY Enhanced Cycle 48 Research Award
Playing the Gap: learning Computer Science Through the Portal of Real-World 3D Game Design
Total Award=\$11,760.00; Award Period June 2017- July 2018
PI: Dr. Sunyata Smith; Co-PI: Dr. Wesley Pitts |

The goals of this research study are (1) to implement a Unity 3D game development teacher training program and determine the feasibility and effectiveness of the program (2) to determine if learning 3D game design increases student motivation, interest and engagement in CS and STEM related fields and (3) to determine if learning 3Dgame design influences students attitudes about CS and STEM related fields. The research study will recruit and train 12 secondary teachers.

- 2008-2013 National Science Foundation: Robert Noyce Teaching Scholarship Program, Phase I: *Mathematics and Science Teacher Education Renewal (MASTER) Program at Lehman College*. [NSF Award 0833317]. (\$749,838)
PI: Gaoyin Qian; Co-PIs: Serigne Gningue, Liesl Jones, Wesley Pitts, Angela Kelly
Project supported undergraduate mathematics and science majors entering secondary STEM-related teaching disciplines in underserved areas; this includes funding students' senior year of college, master's degrees in education, mentorship, related stipends, and research on epistemological beliefs. New integrated science/math pedagogical courses developed by the Co-PIs.
- 2010 CUNY Community College Collaborative Incentive Research Grant Program
Value of Cogenerative Dialogues in STEM Learning. (\$30,000)
PI: Dr. Brahmadeo Dewprashad (Borough of Manhattan Community College-BMCC), Co-PI: Wesley Pitts
This research study supported by this grant seeks to investigate the effectiveness of using cogenerative dialogue to facilitate STEM learning in CUNY's community and senior colleges.

Individual

- 2018-2021 Pipeline to College Partnership Program (PCOPP) Contract
Mt. Vernon City School District
PI: Wesley Pitts
Steering Committee Dr. Serigne Gningue and Dr. Haiping Cheng
(\$567,078)
The purpose of the contract is to serve more than 100 high school students from the Mount Vernon Public School District (MVSD) STEM School and 20 MVSD mathematics and science teachers. The contract will also support teaching field work placement in MVSD for 10 undergraduate mathematics and science Lehman College students. The PCOPP collaboration includes: MVSD, Lehman's School of Education (the Mathematics Education and Science Education Programs), the following Lehman College Departments: Biology, Mathematics, Computer Science, Chemistry, Earth Sciences and Environmental Studies.

- 2013-2014 Principal Investigator, PSC-CUNY Enhanced Research Award (Round 44)
Investigating the Quality of Argumentation in a Process-Oriented Guided-Inquiry Chemistry Classroom
(\$12,000)
PI: Wesley Pitts
The purpose of the study is to investigate the quality of argumentation in an undergraduate freshman-level general chemistry course that implements Process-Oriented Guided Inquiry Learning (POGIL) activities as a pedagogical tool to teach chemical equilibrium. To assess the quality of argumentation coding tools derived from studies on Inquiry Oriented Discursive Moves (IODM) and Toulmin's framework for argumentation will be applied to transcripts generated from group and whole class discussions and student reflection papers on equilibrium.
- 2010 Connect to Learn: ePortfolio, Engagement and Success
Affiliated Campus Grant-Connect to Learn FIPSE at LaGuardia Community College.
(\$5,000).
PI: Wesley Pitts
The purpose of the faculty development grant is to bring faculty and key administrative staff together to understand and share best practices, learning opportunities, perspectives and difficulties associated with the implementation of e-portfolio.
- 2010 Participation and Travel Grant Awardee, Mini-symposium of Black Scholars (in science education)- NSF grant
(\$750.00)
Grant supported travel and attendance to the 2010 International Meeting of the National Association for Research in Science Teaching, Philadelphia, PA.
- 2008 Principal Investigator, Dean's Research Assistant Grant (\$750.00). Grant awarded to support pilot research project. *Using cogenerative dialogues and Process Oriented Guided Inquiry Learning (POGILs) to improve teaching and learning of chemistry in urban science classrooms*

CONFERENCE PRESENTATIONS

Refereed

- Lehner-Quam, A. & Pitts, W. (2020, accepted). *Exploring Teacher Candidates Information Literacy Experiences in Science Education Capstone Projects to Inform Course Design*. American Educational Research Association. San Francisco, CA
- Pitts, W. & Lehner-Quam, A. (2018). *Developing ePortfolio integrative social pedagogy in an urban secondary science education program: Engaging information Literacy*. 9th Annual ePortfolio Forum: ePortfolio and the American Dream: Empowering students to take ownership of their futures-Annual Meeting of the Association of American Colleges and University. Washington, DC.
- Brkich, K., Gallard, A., Ramos de Robles, L., & Pitts, W. (2018). *Scientific literacy or Scientific Proficiency? Covenants as mitigating-circles in educational standards development*. Paper presented at the meeting of the National Association of Research in Science Teaching, Atlanta, GA.
- Lehner-Quam, A. & Pitts, W. (2018). *Moving from one-shot information literacy workshops to ePortfolios: Deepening Students' Information literacy through librarian-faculty partnership*. Georgia International Conference on information Literacy, Coastal Georgia Center, Savannah, GA
- Gallard, A., Pitts, W., Ramos de Robles, L. Brkich, K., Flores Bustos, B., & Claeys, L. (2017). *Using contextual mitigating factors analysis to interrogate STEM intervention efforts*. Paper presented at the meeting of the National Association of Research in Science Teaching, San Antonio, Texas.
- Pitts, W. (2017). *Developing ePortfolio Pedagogy in an urban secondary graduate education program: 3 Modes of integrative development and illustration*, NY/Northeastern Regional ePortfolio Conference.
- Harushimana, I. & Pitts, W. (2017). *Beyond the Basics: A counter deficit curriculum, 2017 CUNY Faculty Diversity and Inclusion Conference*. CUNY Graduate Center, NY Present with (Ms. Nixzaliz Hernandez & Ms. Emanuela Demis, Lehman College Science Education Graduate Students)
- Gallard, A. J., Pitts, W. B., Claeys, L., Bustos Flores, B., Brkich, K. L., & Stevenson, A. (2016). *Science for all: Challenges, practices, and spaces of possibility for creating inclusive science learning environments*. Paper presented at the American Educational Research Association. Washington, DC.
- Gallard, A. J., Pitts, W., Brkich, K. L., Claeys, L., Flores Bustos, B., & Stevenson, A., (2016). *Resiliency: The canary in the coal mine*. National Association for Bilingual Education. Chicago, IL.
- Gallard, A.J., Pitts, W., Bustos-Flores, B., Claeys, L., & Brkich, K. (2015). *Latina Resiliency: Dealing with contextual mitigating factors in pursuit of STEM careers*. Paper presented at the meeting of the Understanding interventions that Broaden Participation in Science Careers “Translating Research, Impacting Practice”, San Diego, CA.
- Gallard, A. J., Pitts, W., Ramos de Robles, S. L., Flores Bustos, B., Claeys, L., & Brkich, K. L. (2016). *Rethinking intervention frameworks through the lens of contextual mitigating factors*. Understanding Interventions. Philadelphia, PA.
- Brkich, K. L., Gallard, A., Pitts, W., Baynes, G., Claeys, L., Flores, B., & Stevenson, A. (2014).

- Latina parental involvement: Positionality and persistence in STEM fields.* American Educational Research Association. Philadelphia, PA.
Paper also presented at: World Education Research Association (WERA 2013) Focal Meeting in Guanajuato, Mexico.
- Bayne, G. U., Brkich, K. L., Claeys, L., Flores, B., Gallard, A., Pitts, W., & Stevenson, A. (2014). *Latinas' Resiliency: In pursuit of STEM fields.* National Association of Bilingual Educators. San Diego, California.
- Bayne, G., Claeys, L., Flores, B., Gallard, A., Pitts, W., & Torres Velasquez, D. (2013, April). *Latinas: Pathways to Success in Science.* Poster presented at the meeting of the National Association of Research in Science Teaching (NARST), Rio Grande, Puerto Rico.
- DSouza, A, Parkin, D, Pitts, W. (2012). *POGIL biochemistry and the inside-out classroom.* Pennsylvania State Chemistry Education Conference. University Park, PA
- Bayne, G. & Pitts, W. (2012). *Culturally responsive teaching and learning: Insights from an advanced graduate science education methods course.* American Educational Research Association (AERA) Annual Meeting, Vancouver, Canada.
- Grimes, N. & Pitts, W.B. (2012). *Contestation and labeling across the spectrum of inclusive urban science education and teacher preparation.* National Association for Research in Science Teaching (NARST) Annual International Conference, Indianapolis, IN.
- Pitts, W.B. & Bayne, G. (2012). *Synergistically aligning cogenerative dialogues with culturally responsive teaching and learning.* National Association for Research in Science Teaching (NARST) Annual International Conference, Indianapolis, IN.
- Gillian, B & Pitts, W.B. (2012). *Tailoring cogenerative dialogues to strengthen undergraduate STEM teaching and learning: Insights from three varied learning environments. Symposium/Related Paper Set.* The Association for Science Teacher Education International Conference, Minneapolis, MN.
- Dewprashad, B., Pitts, W.B. & Bayne, G. (2011). *The value of cogenerative dialogue in STEM learning.* Faculty Resource Network at New York University, San Juan, Puerto Rico.
- Pitts, W.B. & Ruggirello, R. (2011). *Using e-portfolio in a chemistry education program: developing evidence-based pedagogy.* The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) ePortfolio World Conference, Boston, MA.
- Pitts, W.B. & Ruggirello, R. (2011). *Using e-portfolio as a portrait of growth through inquiry in an in-service chemistry education program-implications for practice.* American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Ruggirello, R. & Pitts, W.B. (2011). *Using e-portfolio as a portrait of growth through inquiry in an in-service teacher education program.* The Association for Science Teacher Education (ASTE), Minneapolis, MN.
- Wharton, F. & Pitts, W.B. (2010). *Cogenerative dialogues: Improving mathematics instruction in an adult basic education program.* American Educational Research Association Annual Meeting (AERA). Denver, CO.

- Pitts, W.B. (2010). *How can balance and radical listening provide leverage for success for Black science education researchers*. National Association for Research in Science Teaching (NARST) Annual International Conference, Philadelphia, PA.
- Ruggirello, R & Pitts, W.B. (2010). *E-portfolio as portraits of growth: Enacting inquiry in an in-service chemistry education program*. National Association for Research in Science Teaching (NARST) Annual International Conference, Philadelphia, PA.
- Ramsudh, G. & Pitts, W.B. (2009). *Using Cultural Historical Activity Theory (CHAT) to improve teaching and learning environmental Science*. New York University Steinhardt School-Sharing Our Success, New York, NY.
- Otulaja, F., Pitts, W.B. & Thornton, M. (2009). *Cogenerative Dialogue: A bipartisan approach to urban pedagogy*. 30th Annual Penn Ethnography in Education Research Forum, Philadelphia, PA.
- Pitts, W.B. & Markarious, N. (2009). *From Rap to Chemistry: Using culturally adaptive practices to teach and learn chemistry*. National Association for Research in Science Teaching, Garden Grove, CA.
- Pitts, W.B. & Ruggirello, R. (2009). *Teachers as researchers: Enacting inquiry as in-service teachers*. The Association for Science Teacher Education, Hartford, Conn.
- Pitts, W. B. & Dsouza, A. (2009). *Using cogenerative dialogue as inquiry into practice to improve teacher and student outcomes*. The Association for Science Teacher Education, Hartford, Conn.
- DSouza, A. & Pitts, W.B. (2008). *Connecting theory to practice: Using cogenerative dialogue and POGILs to improve teaching and learning of chemistry in urban science classrooms*. New York University Steinhardt School, Sharing Our Success Conference in Urban Science and Math Teaching, New York.
- Pitts, W.B. & Markarious, N. (2008). *Sign me to a chemical label: using hip-hop to teach and learn chemistry in high school*. New York University Steinhardt School, Sharing Our Success Conference in Urban Science and Math Teaching, New York
- Pitts, W.B. (2008). *Immigration, culture and science education in New York City. Symposium Participant*. National Association for Research in Science Teaching, Baltimore, MD.
- Pitts, W.B. (2008). *Potentialities beyond deficit perspectives: Improving solidarity and science fluency during chemistry laboratory activities in urban high schools*. National Association for Research in Science Teaching, Baltimore, MD.
- Pitts, W.B. (2008). *Orienting resources in urban science classrooms: Prosody, emotional energy, and solidarity*. The Association for Science Teacher Education, St. Louis, MO.
- Pitts, W.B. (2007). *Using cogenerative dialogues to support co-teaching in science education*. New York University Sharing Our Success Conference, New York, NY.
- Pitts, W.B. (2007). *Cultural and transformative practices in laboratory activities*. National Association for Research in Science Teaching, New Orleans, LA.
- Colley, K.E. & Pitts, W.B. (2007). *After-School Science II. Strategies for assessing project-based science instruction*. American Educational Research Association Annual Meeting, Chicago, IL.
- Colley, K.E. & Pitts, W.B. (2007). *Effects of project-based after-school science in the*

- science literacy and process skills of inner city students.* National Science Teacher Association National Conference, St. Louis, MO.
- Pitts, W.B. (February, 2007). *Cultural and communal practices in chemistry laboratory activities.* Penn Ethnography Forum, Philadelphia, PA.
- Pitts, W.B. (2007). *Utilizing co-teaching and cogenerative dialogues to improve the quality of science teaching.* The Association for Science Teacher Education, Clearwater Springs, FL.

OTHER PANELS AND CONFERENCE INVOLVEMENT

- 2017 Presenter: *Leveraging the Science Education Alumni Network*
Lehman College School of Education Retreat, Bronx, NY, August 30, 2017
- 2016 Co-host and Facilitator, NYC Scratch Educators' Group, Lehman College,
NY
November 17, 2016
- 2015 Co-Presenter: National Science Teachers Association Webinar Appearance:
*Supporting the Implementation of Next Generation Science Standards: NARST
Researchers' Perspectives on Equity* (with Dr. Alejandro José Gallard Martínez
and Dr. Felicia Moore Mensah), February 10, 2015
- 2014 Co-Presenter, A One-Day Workshop in Pedagogical Research Design, Office
of
the University Dean for Research, *Community College Collaborative Incentive
Research Grant (C³IRG) Program*, Borough of Manhattan Community College,
January 14, 2014, New York, NY
- 2013 Co-Presenter, 12th Annual CUNY IT Conference, John Jay College of
Criminal Justice, *Steering Student ePortfolio through a Rip Tide of
Assessment
Demands.* December 5, 2013, New York, NY
- 2013 Co-Presenter, 12th Annual CUNY IT Conference, John Jay College of
Criminal Justice, *Igniting Program ePortfolios.* December 5, 2013, New York,
NY
- 2012 -13 Workshop Series Facilitator, *Using the ePortfolio to Illustrate Professional
Development in Math and Science Teacher Education Programs*, Robert Noyce
Program at Brooklyn College, Conduct monthly workshop, June 2012 – July 2013
- 2012 Co-Presenter, Lehman Faculty Technology Demonstration Day, Lehman College,
CUNY, May 4, 2012, *Where is the Science? Where is the Reflective Practice:
Opening Spaces and Access from the Periphery to the Curriculum Core*
- 2012 Panelist, National Association for Research in Science Teaching (NARST)
International Conference: *The Graduate Student Forum*, March 26, 2012,
Indianapolis, IN.
- 2012 Workshop Panel Presenter, CUNY Community College Collaborative
Incentive
Research Grant Program (C³IRG): Building the Foundations for Pedagogical
Research-One-Day Grant Writing Workshop, January 5, 2012, Borough of

- Manhattan Community College, New York, NY; Panel Presentation: *The Value of Cogenerative Dialogue in STEM Learning*
- 2011
Research Co-Presenter, The Graduate Center-CUNY, Urban Science Education Seminar (USER-S), April 30, 2011, New York, NY. *Contemplating challenges and approaches to piloting ePortfolio in a graduate science education program*
- 2011
(NARST): Co-Presenter, National Association for Research in Science Teaching Equity and Ethics Committee Pre-Conference Workshop, April, 2011, Orlando, FL. Breakout Session: *Graduate Students' Post-Proposal: How to Plan and Manage Your Study: collecting and organizing the data; writing your dissertation*
- 2011 Presenter, Making Transfer Connections: 2011 Pedagogy & Faculty Development LaGuardia Community College, CUNY, March, 2011 Presentation Panel: *Integrating e-Portfolio in Professional Programs*
- 2010 Workshop Presenter, STEM Faculty Development Seminars/Workshops, Borough of Manhattan Community College, November 2010. Workshop: *Using e-Portfolios to Increase Student Achievement*
- 2010 Symposium Participant (Sponsored), National Science Teacher Association (NSTA) Exemplary Science Program (ESP). November, 2010, Baltimore, MD Presentation: *Realizing Goals 2 and 3 of the National Standards: Project-based after-school science in New York City* (From ESP #7),
- 2009 Sponsored Participant, *The African Diaspora: Developing Black Scholars in Science Education for the 21st Century*, June, 2009, Atlanta, GA
- 2009 Invited Commencement Guest Speaker, Penn Science Teacher Institute (Penn STI)-Chemistry Department, University of Pennsylvania, May, 2009, Philadelphia, PA
- 2009 Presenter, The Graduate Center-CUNY, *Urban Science Education Research Seminar (USER-S)*, May 9, 2009, New York, NY
Presentation: *Entering the Discourse: Teaching and Learning Environmental Chemistry with Rap Music*
- 2009
University: Presenter, 2009 Inaugural CUNY Education Conference, *It Takes a University: Bridging Practice and Research in Urban Education*, April, 2009, The Graduate University Center-CUNY, New York, NY
Presentation: *Using Cogenerative Dialogues to Improve Teaching and Learning Science in Urban Classrooms*
- 2009 Presider, Sharing Our Success (SOS) in Urban Science and Math Teaching Conference, May 2, 2009, New York University Coordinated and lead discussion for organized paper set: *Improving Alternate Route Teacher Certification Education Programs and Student Achievement Trends in Science Education*
- 2009 Panelist, National Association for Research in Science Teaching (NARST): Equity and Ethics Committee Pre-Conference Workshop: *Grand Challenges and Great Opportunities in Science Education for Scholars of Color*, April, 200

- Garden Grove, CA Panel 2: *Grand Challenges and Great Opportunities As Scholars of Color* Breakout Session: *Graduate Students-Pre Proposal*
- 2009 Critical Reviewer, Springer Forum in Cultural Studies of Science Education: Cultural Studies and Local Knowledge Systems: *Challenging the Universalism-Multiculturalism Juxtaposition in Science Education Research*, San Diego
Review papers submitted to the forum
- 2009 Presider, National Association for Research in Science Teaching Annual International Conference, April 2009 Coordinated organized paper set: *Understanding Identities and Disposition (Paper Set)*
- 2008 Presenter, Borough of Manhattan Community College-CUNY, Teacher Learning Center, November, 2009, New York, NY
Presentation: *Cultural and Transformative Practice in the Laboratory*
- 2008 Keynote Speaker, The Graduate Center-CUNY, Urban Science Education Research Seminar (USER-S), November, 2008, New York, NY
Presentation: *Authentic Research and Associated Outcomes: Enacting Cogenerative Dialogue to Improve Urban Math and Science Education*
- 2008 Symposium Discussant, National Association in Science Teaching (NARST), March 2008, Baltimore, *Pathways to New Possibilities: Creolized Science Solidarity, and Hybrid Identities* (paper set) Synthesize and lead discuss theme paper set
- 2008 Presider, National Association for Research in Science Teaching Annual International Conference, March 2008: *Improving Science Achievement Using Technology and Other Innovative Strategies (paper set)*
- 2008 Co-Presider, Sharing Our Success (SOS) in Urban Science and Math Teaching Conference, May 2008, New York University Coordinated and lead discussion for organized paper set: *Creating New Outlooks for Teaching and Student Practices in Urban Science Classrooms*
- 2008 Invited Participant, *Springer Forum in Cultural Studies of Science Education: Cultural Studies and Conceptions/Conceptual Change: Reuniting Psychological and Sociological Perspectives*. March, 2008, New York, NY
Examine and discuss case studies of conceptions and conceptual change
- 2007 Professional Development Co-Presenter, 8th Annual Professional Development School Conference at Lehman College, New York, NY
Gillian, U. B. & Pitts, W. B. (November, 2007). *Utilizing Cogenerative Dialogues in Urban Science Classrooms*.

CURRICULUM DEVELOPMENT

CUNY Lehman College

ESC 708 (3 credits): Project Seminar in Curriculum, Materials and Assessment in Science Education. Course Description: Throughout the course, students cultivate insights via systematic research that problematize the taken-for-granted, interrogate the official

curriculum, analyze the historical processes that shaped contemporary conditions and explore diverse purposes of science education. In this research context participants continuously develop and reflect on their scholarly work and contemplate ways to improve it. A key objective is for participants to complete their ePortfolio capstone exit project by the completion of the course.

ESC 705 (3 credits): Methods of Education Research- Science Education. Course Description: The goals of this course relate to bridging the gap between coursework and becoming a teacher-researcher who can undertake masters level quality research in science education. A major assignment in the course is for students to construct an annotated bibliography and a review essay that synthesizes an aspect of their bibliography.

ESC 612 (3 Credits): Student teaching/internship seminar is considered to be a valuable professional development experience in preparation of secondary science teachers. ESC 612 is the co- requisite for the clinical experiences students gain while enrolled in student teaching (ESC 596). In ESC 612 students will be presented with opportunities to document and detail their performance in the clinical experience in an accredited public or private school, under the supervision of an experienced cooperating teacher-in the case of a student teacher.

CUNY Graduate Center, Urban Education

UED 75100 (3 credits) This course focuses on the elements of qualitative research *design* as a vehicle to introduce students to different traditions, approaches and epistemologies that characterize qualitative research within the field of education. Thus, it includes an emphasis on formulating researchable questions; considering different strategies for data collection, analysis and the representation of findings; understanding and wrestling with ethical and positional considerations; formulating strategies to ensure reliability, validity, and credibility; and preparing to engage the qualitative research process as a series of decisions in which some things are lost and some things are gained (i.e., being aware of both the limitations and strengths of one's research design).

COURSES DEVELOPED AND TAUGHT

CUNY, Lehman College

ESC 789 Independent Study in Curriculum Development

ESC 770 Methods of Teaching Science in Secondary School: Selected Topics

ESC 755 Teaching the Historical Development of Science

ESC 708 Project Seminar in Curriculum, materials and Assessment in Specialized Areas

ESC 705 Methods of Educational Research

ESC 611/612 Seminar in Secondary Student Teaching/Interning

ESC 519 Teaching Science in Middle and High School

ESC 470 Student Teaching in the Middle and High School Grades

ESC 471 Student Teaching Seminar

Course Supervisor

ESC 767 The Museum as a Resources for Teaching Science in Secondary Settings

ESC 537 Principles of Computer Science Education I

ESC 538 Principles of Computer Science Education II

ESC 539 Principles of Project Design and Assessment in Computer Science Education

CUNY, Graduate Center, PhD Program in Urban Education

UED 75100 Qualitative Methods

UED 72200 Research Seminar in Science, Math and Technology Education

UED 90000 Dissertation Supervision

University of Pennsylvania, Master of Chemistry Education Program

MCE 636 Advanced Topics in the Teaching and Learning of Chemistry

CUNY, Sophie Davis School of Education Bridge to Medicine Program

Bridge to Medicine: General Chemistry for Scientist and Engineers

SERVICE TO THE DEPARTMENT

Department Leadership

Fall 2018- present Department Chair

2016-present Program Coordinator, NYC Teaching Science Education Teaching
Fellows

2015-Summer 2018 Department Deputy Chair

2014-present Coordinator, Childhood-Middle School (grades 5-6) Advanced
Certification Program

2012-14 Program Coordinator, Teacher Education for Advanced Science
Preparation, (Graduate Science Education

2007 -present Co-coordinator, Graduate Programs in Science Education

Department Committee Duties

2014 Member, Faculty Search Committee, Tenure Track Education
Psychology,
Foundation of Education)

2013 Member, Faculty Search Committee, Certificate of Continuous
Employment, Doctoral Lecturer STEM Education

2012-present Member, MHSE Personnel and Budget Committee (two terms)

2010-2011 Member, Faculty Search Committee, Tenure Track Social Studies
Education

2009-2010 Member, Faculty Search Committee, Tenure Track Math Education

2007 -present Member, Curriculum Committee

2008-2014 Member, Grade Appeal Committee (Ad Hoc)

Special Initiatives

1) Lehman College STEM Teacher Network (LCSTN)

Summer 2015 -present

The purpose of the LCSTN is to provide high quality professional development settings that engage teachers of science at various career points. Guided by the Lehman Urban Transformative Education LUTE framework, the network is committed to developing, sustaining and combining systems of relevant and renewed opportunities. This approach allows LCSTN to match resources effectively with the needs of participants and institutions to help address both traditional and evolving opportunities and challenges in urban science education.

2) Computer Science Education Workshop in collaboration with Code Interactive

(with Tom O'Connell)

Summer 2016 -present

Track 1: Introduction to Computer Coding with Scratch

Track 2 Exploring Computer Science

Track 3: Code.org AP Computer Science Principles

3) Co-Organize Science Course for Science Secondary Science Teachers with Natural Science Faculty and Science Education In-Service Alumni Science

Summer 2015- present

Geo 580: Topics in Geology and Geo 581: Topics in Geology, Laboratory in Geology
Blended Learning with Earth Inside and Out (CUNY, School of Professional Studies)
(with Dr. Yuri Gorokhovich)

CHEM 560: Designing and Teaching a Flip Chemistry Course
(with Dr. Pam Mills and Alumna, Maria Green 2009)

BIO 503: Urban Ecology

(with Dr. Jack Henning, Dr. Joseph Rachlin and Science Education Alumna-
Ms. Eleanor Williamson' 2009)

AST 602: (Fall 2014) Astronomy

(with Dr. Ban Kabat, Dr. Matt O'Dowd and Mr. Lui Yi- Science Education Alumnus'
2013)

PHY 605: Physics for Teachers

(With Dr. Daniel Kabat, Dr. Scott Calvin and Mr. Leton Hall- Alumnus- Elementary
Education' 2010/Middle School Science Education CCNY' 2017)

4) Lehman College STEM Teacher Winter Mini Conference

Winter 2018

The conference features presentations and workshops from secondary STEM teachers on topics that are highly relevant and immediately transferable to day-to-day teaching needs.

Peer-driven presentations and workshops provide best practices, case studies and actionable ideas in an interactive and engaging format. Time is allotted during the conference for secondary STEM to know and exchange ideas with other STEM Teachers. Through networking and panel discussion sessions teachers continue to build lasting and meaningful relationships with your colleagues.

5) Grantsmanship Workshop for Science Teacher
Summer 2016 - present
(with Ms. Saeedah Hickman, Director of Office of Research and Sponsored Programs and
Lehman College School of Continuing and Professional Studies)

6) National Board (Teacher) Certification Pre-Candidacy/JumpStart Workshop
(With Elvani Pennil and Lehman Alumni ECCE Program, Catherine Martin
Summer 2016 and 2017)
Collaborate with the Office of Campus Planning and Facilities to develop
renovation plans for the new science education laboratory

Preparation of Science Education Program Accreditation Reports

Preparation of Council for the Accreditation of Educator Preparation (CAEP) for Accreditation
of Special Professional Association (SPA) National Science Teacher Association Report

2018
Conditions, 1) Principal Author - (Outcome: Nationally Recognized with
Standards Met 4 out of 6)

Preparation of National Council for Accreditation of Teacher Education (NCATE)-Special
Professional Association (SPA) National Science Teacher Association Report

2013
Standards 2) Principal Author- (Outcome: Nationally Recognized, All
Met)

2010(Spring) 3) Principal Author- (Outcome: Nationally Recognized with
Conditions-9 out of 10 Standards Met);

2010 (Fall) 4) Principal Author - (Outcome: Nationally Recognized, All
standards Met)

2008
out of 5) Co-Author - (Outcome: nationally recognized with conditions- 5
10 Standards Met);

SERVICE TO THE SCHOOL OF EDUCATION(SOE)

2018
the Team Member, Interview for the University-School Partnership for

2016
2016
2016-2017
2015-2016
Renewal of Education (USPREP) \$300K Grant Award
Member, Search Committee SOE Administrative Coordinator
Member, Search Committee (NYC Men Teach)
Member, Assessment Committee
Member, Admission Committee, NYC Men Teach

SERVICE TO THE COLLEGE

2018-present Member, Faculty Senate Faculty Personnel & Budget Committee
2018-present Member, Faculty Senate Committee: Promotion and Tenure,
Certificate of
Continuous Employment
2018- present Member, Faculty, Senate Committee: Budget Committee
2017 & 2018 Attendee, Chair Workshop Series
2013 (Summer) Member, STEM Educational Curriculum Committee
2010-2011(2nd Term) Member (Chair), Lehman College Senate Committee on Campus Life and
Facilities Committee;
2009-2010 (1st Term) Member, Lehman College Senate Committee on Campus Life and
Facilities Committee

SERVICE TO THE UNIVERSITY

2018-present University Faculty Senate, Alternate Senator Member Faculty
2013 Member, University-Wide Committee, Professional Staff Congress
Grant

Reviewer

CUNY Graduate Center

2014 Member, Search Committee, Education Policy, CUNY Graduate
Center,

Urban Education

2010-12 Member, Admissions Committee, CUNY Graduate Center,
Urban Education

2008- present Faculty advisor and reviewer for qualifying first and second exams
and

PhD. dissertation committee member and chair (CUNY Graduate Center,
Urban Education)

Dissertation Supervision (Chair)

2016-present Cindy Batista – Professional Experiences of Bilingual LatinX School
Social Workers Students Employed in NYC DOE

2015- Diane Prince - Examining Learned Helplessness in First-Year
STEM

Students Enrolled in Community College

2015- Maria Green - Uncovering Undergraduate Students Misconception
and

Depth of Knowledge in General Chemistry

2013-2017 Annabel D'Souza- Enhancing and Evaluating Scientific
Argumentation in

the Undergraduate College Chemistry Classrooms

SERVICE TO THE PROFESSION

- 2017-2018 Principal Investigator (Research): An Exploration of Pedagogical and Instructional Strategies to Support Critical 21st Century Skills. Supported by a GE Grant via the NYC Department of Education
- 2013 Member, Next Generation Science Standards (NGSS)-Equity Writing
- 2013 Team (National Association for Research in Science Teaching) Proposal Reviewer, Special Interest Group: Portfolio & Reflections in Teaching and Teacher Education, 2013 Annual Meeting American Educational Research Association (AERA)
- 2012 Manuscript Reviewer, International Journal of Critical Pedagogy
- 2011 & 2013 Manuscript Referee, Springer -Science Education Book Series
- 2011 Manuscript Reviewer, Pedagogies: An International Journal
- 2012-present Editorial Board Member, Cultural Studies of Science Education
- 2010 & 2011 Proposal Reviewer, Division C-Section 4: Science, 2011 Annual Meeting American Educational Research Association (AERA)
- 2009-2010 Member (3rd Reader/Dean's Representative), Dissertation Committee, University of Massachusetts-Boston. Roser Gine (Successfully defended April 5, 2010). *A socio-cultural approach to mathematical thinking and learning within an urban high school classroom context.*
- 2009 The Association for Science Teacher Education (ASTE) Conference Mentor
- 2008 - 2009 Co-host, Lehman College/Graduate Center, Fulbright Academic Exchange Scholar, Dr. Yew-Jin Lee, Assistant Professor, Natural Science and Science Education, National Institute of Education, Nanyang Technical University, Singapore
- 2007 - 09 Stand 2 Co-coordinator, National Association for Research in Science Teaching (NARST) Strand 2: Science Learning: Context, Characteristics, and Interactions

COMMUNITY SERVICE

- 2016 Urban Assembly School of Design and Construction (Public School in Manhattan)-Science Show Design, Reviewer. Provide support to 9th and 10th grade students presenting their science inquiry projects
- 2016-17 National Board Certification Workshop-Provided professional develop to teachers at Washington Height Expeditionary Learning School (NYC Public School in Manhattan) pursuing National (Teacher) Board Certification
- 2010 In 2009, I recommended Mr. Fred Nelson, mathematics teacher at Wings

Academy in the Bronx for the Alfred P. Sloan Award for Outstanding Teaching. Mr. Nelson was selected as one of seven awardees out of 100 nominations. This was the first year the award was issued. Mr. Nelson received a grant award amount of \$5,000.00 and Wings Academy received \$2,500.00. I worked very closely with Mr. Nelson during the 2006-2007 academic year co-teaching advanced placement calculus and infusing science applications.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

- 2006- present American Educational Research Association (AERA)
Special Interest Group Memberships: Hispanic Research Issues
Portfolios & Reflection in Teaching & Teacher Education
- 2006- present National Association for Research in Science Teaching (NARST)
Research Interest Group: Continental and Diasporic Africa in Science
Education
- 2006 -present National Science Teachers Association (NSTA)

NAME Gaoyin Qian

COLLEGE Lehman College

HIGHER EDUCATION

A. Degrees

Institution	Dates Attended	Degree and Major	Date
University of Georgia	1989-1993	Ph.D. Reading Education	June, 1993
Missouri State University English	1987-1989	M. S. Ed. Secondary Education in	June, 1989
Shanghai International Studies University	1984-1985	M. A. Applied Linguistics	June, 1985
East China Normal University	1972-1977	B. A. English Language and Literature	February, 1977

B. Additional Higher Education and/or Education in Progress

Institution	Dates Attended	Courses, Etc.
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EXPERIENCE

A. Teaching

Institution	Dates	Rank	Department/Program
Lehman College-CUNY	2008	Professor	Graduate Program in Literacy Studies
Lehman College-CUNY	2000-2007	Associate Professor	Graduate Program in Literacy Studies
Lehman College-CUNY	1993-2000	Assistant Professor	Graduate Program in Reading
University of Georgia Education	1989-1993	Teaching Assistant	Reading
Shanghai Institute of Education Languages	1986-1987	Lecturer of English	Foreign
Shanghai Institute of Education Languages	1980-1986	Instructor of English	Foreign
Shanghai Xiang-Ming High School	1979-1980	Classroom Teacher	English
East China Normal University Languages	1977-1979	Instructor of English	Foreign

B. Other

Institution	Dates	Title
Lehman College-CUNY Education	August 2018-present	Interim Dean, School of
Lehman College-CUNY	July 2009-2018	Associate Dean of Education
Lehman College-CUNY Education	June-July 2011	Acting Dean, the School of
Lehman College-CUNY Scholarship Program	2009-2015	Director of the Noyce
Lehman College-CUNY	August 2009-2018	CAEP/NCATE Coordinator
Lehman College-CUNY Counseling, Leadership,	June 2008	Chair-Elect, Department of Literacy Studies, and Special

Senate Meeting of May 6, 2020
Committee

Graduate Studies

Education

Lehman College-CUNY Education;	August 2007-June 2009	Acting Associate Dean of Director of the Teacher Academy; NCATE Coordinator at Lehman College; Professional Development Network Interim Coordinator
Lehman College-CUNY	1993-August 2007 Literacy	Coordinator of the Graduate Program in Studies
University of Georgia	1987-1993	Coordinator of College Tutoring Program (EDR099R) Administrative Assistant Research Assistant
Shanghai Institute of Education	1985-1987	Head of Basic English Section

TENURE AND PROMOTION

Tenured on September 1, 1998
Promoted to Associate Professor on January 1, 2000
Promoted to Professor on January 1, 2008

TRAINING AND ADDITIONAL INFORMATION

- a. Computer Skills: Microsoft Windows (Word, Powerpoint, and Excel); SPSS (PC and Mainframe); ApplyYourself; Oracle Business Management System (CUNYfirst); TaskStream; SurveyMonkey
- b. Other Skills and Talents: Leadership skills in working faculty in curriculum changes; skills and knowledge in external grant writing (e.g., National Science Foundation); skills in advising and mentoring students in STEM disciplines; skills in mentoring junior faculty in their research and scholarship; knowledge about CAEP/SPA program standards and accreditation process; skills in assessments, qualitative and quantitative data analysis, and data presentation

ACADEMIC AND PROFESSIONAL HONORS

- a. Doctoral Faculty
Member of the Executive Committee of the Ph.D. program in Educational Psychology at the

CUNY Graduate Center (present).

Doctoral Faculty of the Graduate School and University Center's Ph.D. Programs in Educational Psychology (2001-2007) and in Urban Education (2003-2007).

c. Awards

Recipient of Robert Noyce Teacher Scholarship of the National Science Foundation (2009-2013).

Recipient of the certificate "Salute to Scholars" in recognition of outstanding and scholarly achievements and contributions to the creation and transmittal of knowledge (2010).

Recipient of Lehman College Foundation Faculty Advancement Award (1997-98).

Recipient of the College Reading Association Outstanding Dissertation Award of the Year 1993.

Recipient of Shanghai Institute of Education's Outstanding Teaching Award (1986).

c. Editorship

Associate Editor of *Reading and Writing Quarterly* (1999-2010).

Guest Editor of a Mini Theme on *Conceptual change learning: A multidimensional lens* for *Reading and Writing Quarterly* (1996-98).

d. Editorial Advisory Board

Editorial Review Board for *Reading Research Quarterly* (2001-2007)

Editorial Review Board for the *46th National Reading Conference Yearbook* (1997).

Editorial Review Board for the *Journal of Literacy Research* (formerly *Journal of Reading Behaviors*) (1996-2001).

Editorial Review Board for the *45th National Reading Conference Yearbook* (1996).

Editorial Review Board for the *Journal of Literacy Research* (formerly *Journal of Reading Behaviors*) (1995-96).

Editorial Review Board for the *National Reading Research Center* (NRRC) (1995-96).

Editorial Review Board for the *44th National Reading Conference Yearbook* (1995).

Editorial Advisory Board for the *1994 College Reading Association Yearbook* (1994).

Reviewer for 1994 Special Issue: *Journal of Research in Science Teaching--Print Based Language Arts and Science Learning*.

PRESENTATIONS

a. National

Qian, G., & Gningue, S. *Impacts of Noyce Teachers' Mindsets on Ways of their Teaching and Student Learning*. Paper presented at the annual meeting of American Educational Research Association, Toronto, Canada, April 2019.

Fayne, H., & Qian, G. *To birds, one stone: The edTPA can serve more than an exit assessment*. Paper presented at the national conference of the SCALE, San Jose, CA, November 2017.

Fayne, H., & Qian, G. *Linking Faculty Knowledge and Skills to Candidate Performance: Applying the "Levels of Use" Construct to edTPA Implementation*. Paper to be presented

- at annual meeting of American Educational Research Association. Houston, TX, April 2017.
- Qian, G., & Fayne, H. *Can the edTPA be Re-Envisioned as a Lever rather than a Hammer?* Poster session to be presented at annual meeting of American Educational Research Association. Houston, TX, April 2017.
- Fayne, H., & Qian, G. *What does it mean to be student-centered? An institutional longitudinal study of edTPA implementation.* Paper presented at the annual meeting of American Educational Research Association. Washington D.C., April 2016.
- Tao, L., & Qian, G. *Active role of learners: An examination of Xun Zi's understanding of learning/knowledge acquisition.* Key note address presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 2015.
- Fayne, H., & Qian, G. *Engaging faculty in the work: An institutional case study of edTPA Implementation.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 2015.
- Qian, G., Tao, L., Gningue, S. *Relationship between Novice Teachers' Beliefs and their Ways of Teaching.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, April 2014.
- Tao, L., & Qian, G. *Language and meaning: Pre-Qin Chinese scholars' concerns and the implications for literacy education then and now.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, April 2014.
- Gningue, S., & Qian, G. *Novice vs. second stage teachers: Implementing the workshop model of instruction.* Paper presented at the annual meeting of NSF Robert Teacher Scholarship Program Conference, Washington D.C. June 2014.
- Qian, G., & Gningue, S. *Lehman College Noyce teachers' beliefs and their ways of teaching in urban schools.* Poster presented at the annual meeting of NSF Robert Teacher Scholarship Program Conference, Washington D.C. June 2014.
- Tao, L., & Qian, G. *Reading Zhuang Zi.* Presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 2013.
- Qian, G. *Lehman College Noyce Teachers: Evaluation of their Performance by Employers and External Evaluators.* Poster presented at the Robert Noyce Teacher Scholarship Conference, Washington D.C., May 2013.
- Qian, G. *Lehman Noyce Scholar Peer Mentoring Project.* Poster presented at the Robert Noyce Teacher Scholarship Conference, Washington D.C., May 2012.
- Qian, G., Gningue, S., Kelly, A., & Tao, L. *Understanding Noyce Scholars' epistemological beliefs about teaching and learning science and mathematics,* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, April 2012.
- Tao, L., & Qian, G. *The nature of the common expressions in Confucius' Analects: Some educational implications.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, April 2012.
- Tao, L., & Qian, G. *Orthographic development of Chinese language: A historical examination and its implications for today.* Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, Florida, December 2011.

- Qian, G., & Soriano, J. *Teaching in high-need urban schools: How does Noyce Teachers' epistemological thinking help them to face the challenges?* Paper presented at the Noyce Northeast Conference, October, Philadelphia, PA, October 2011.
- Tao, L., & Qian, G. *Understanding Confucius' perspective on book learning: An analysis of the Analects.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, April 2011.
- Qian, G., & Kelly, A. *Scientists in Action: Learning and Teaching Mathematics and Science through Field Studies.* Paper presented at the 2010 NSF Robert Noyce Teacher Scholarship Program Conference, Washington D.C., July 2010.
- Qian, G., & Tao, L. *Urban In-service Literacy Teachers' Epistemological Beliefs and Instructional Practices: Patterns and Predictability.* Paper presented at the annual meeting of the National Reading Conference, Albuquerque, New Mexico, December 2009.
- Tao, L., & Qian, G. *Chinese Perspectives on Literacy Teaching and Learning.* Paper presented at the annual meeting of the National Reading Conference, Orlando, Florida, December 2008.
- Tao, L., Qian, G., & Xu, Weibin. *An integrative framework for vocabulary instruction: A proposal.* Paper presented at the annual meeting of the American Educational Research Association, New York City, NY, March 2008.
- Qian, G., Tao, L., & Pinhasi-Vittorio, L. *Relationship between in-service teachers' epistemological beliefs and reading instruction practices.* To be presented at the annual meeting of the National Reading Conference, Austin, TX, November 2007.
- Tao, L., & Qian, G. *Using a social-cultural frame of reference to examine the literacy development conditions in Song China (960-1279): A case of promises and compromises.* To be presented at the annual meeting of the National Reading Conference, Austin, TX, November 2007.
- Tao, L., & Qian, G. *Conditions for literacy development in Song China: Promises and constraints.* Paper presented at the annual meeting of American Educational Research Association, Chicago, IL, April, 2007.
- Qian, G., & Tao, L. *Using the literacy education problem to validate domain specificity of inservice literacy teachers' epistemological beliefs.* Paper presented at the annual meeting of American Educational Research Association, Chicago, IL, April, 2007.
- Tao, L., & Qian, G. *What can we benefit from a broad conceptualization of literacy?—Lessons from curricular changes of literacy education over past decades in the US for Chinese literacy education.* Paper presented at the annual meeting of Alliance for International Education Conference, Shanghai, China, 2006

PRESENTATIONS

- Qian, G., & Tao, L. *To what extent do inservice literacy teachers base instructional practices on their beliefs about knowing and learning?* Paper presented at the annual meeting of the National Reading Conference, Miami, FL, December 2005.
- Qian, G., & Tao, L. *Domain specificity and domain generality of in-service teachers'*

- epistemological beliefs: Their role in instructional practices in reading.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX, December 2004.
- Tao, L., & Qian, G. *Three Character Classic in the context of Chinese orthography and culture.* Paper presented at the annual meeting of American Educational Research Association, San Diego, CA, April, 2004.
- Qian, G., & Tao, L. *From Confucius to Zhu Xi: A partial review of the ancient Chinese perspectives on learning and study methods.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ, December, 2003.
- Qian, G., & Tao, L. *Conceptual change learning and texts: Some new trends in research.* Paper presented at the annual meeting of American Educational Research Association, Chicago, IL, April, 2003.
- Qian, G., & Tao, L. *Head Start: To what extent does it help young children from immigrant families to learn to read and write in English?* Paper presented at the annual meeting of the College Reading Association, Philadelphia, PA, November, 2002.
- Tao, L., & Qian, G. *What do these literacy textbooks tell us about the early literacy instruction in ancient China?* Paper presented at the annual meeting of the College Reading Association, Philadelphia, PA, November, 2002.
- Qian, G., & Tao, L. *Bringing out multi-logues: Using existing electronic discussion forums for enhancing reflective exchange among graduate literacy education students.* Paper presented at the annual meeting of the National Reading Conference, Miami, Florida, December, 2002.
- Qian, G. *Why Suzanne can read?* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX, December, 2001.
- Qian, G. *Role of beliefs about knowledge and ability in learning from science text among high school students: A cross-cultural study.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April, 1999.
- Qian, G. *Some differences between Chinese and American high school students' beliefs about knowledge and learning.* Paper presented at the annual meeting of the College Reading Association, Myrtle Beach, South Carolina, November, 1998.
- Qian, G. *Early literacy development among young children from immigrant Chinese families.* Paper presented at the annual meeting of the College Reading Association, Boston, MA, November, 1997.
- Qian, G. *Inner-city 7th-grade students learning from science text: Their beliefs about ability to learn.* Paper presented at the annual meeting of the National Reading Conference, Charleston, SC, December, 1996.
- Qian, G. *Beliefs about knowledge and motivational goals: How do they affect ethnically diverse secondary students' learning from science text?* Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA, November, 1995.
- Maria, K., Qian, G., & McHugh, P. *Instruction for conceptual change: The role of different types of texts.* Paper presented at the annual meeting of the National Reading Conference

- Qian, G. *Who undergoes what kind of conceptual changes? The role of epistemological beliefs in learning from science text*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA, April, 1995.
- Qian, G. *The role of epistemological beliefs and motivational goals in ethnically diverse secondary school students' learning from science text*. Paper presented at the annual meeting of the International Reading Association, Anaheim, CA, April, 1995.
- Qian, G. *Dimensionality underlying high school students' epistemological beliefs*. Paper presented at the annual meeting of American Educational Research Association, New Orleans, Louisiana, April, 1994.
- Hynd, C., Keith, K., McNish, M., & Qian, G. *Classroom influences on students' learning of counterintuitive information from physics in texts*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC, December, 1993.
- Qian, G. *Overcoming naive theories in secondary school students' learning from science text: The role of immature epistemological beliefs and learned helplessness*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC, December, 1993.
- Qian, G. *Relations between secondary school students' epistemological beliefs, motivational patterns, and conceptual change: A review of research literature*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA, April, 1993.
- Qian, G. *Methodological issues and further research in the study of reading comprehension with different levels of knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA, April, 1993.
- Hynd, C., Keith, M., Lay, K., Qian, G., McNish, M., & Guzzetti, B. (February, 1993) *Learning counterintuitive information in science: An observation of three high school science classes*. Paper presented at the National Reading Research Center Conference, Athens, Georgia.
- Qian, G., & Yang, R. *Effect of different versions of Chinese logographs on recognition of Chinese characters*. Paper presented at the annual meeting of American Educational Research Association, San Francisco, CA, April, 1992.
- Alvermann, D. E., & Qian, G. *The influence of sociocultural factors on cognitive strategy instruction: A review of the research*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 1992.
- Alvermann, D. E., Hynd, C., & Qian, G. *Preservice teachers' prior knowledge, beliefs and attitudes: Implications for teacher educators*. Paper presented at the annual meeting of the College Reading Association, Arlington, Virginia, November 2, 1991.
- Ridgeway, V. G., Dunston, P. J., & Qian, G. *A methodological analysis of secondary teaching and learning strategies in reading research*. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA, December 4, 1991.
- Alvermann, D. E., Hynd, C., & Qian, G. *Preservice teachers' comprehension and teaching of physics principle: An experimental intervention*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL, November 28, 1990.
- Qian, G. *Review of the interactive model: Reconsideration of reading and writing*

relationships. Paper presented at the annual meeting of the College Reading Association, Nashville, TN, November 3, 1990.

b. Regional/State

Pan, J., & Qian, G. *Understanding librarian performance assessment: A case study*. Paper presented at Chinese-American Librarians Association (CALA) Midwest Chapter Annual Conference "Challenges for Libraries: Chinese American Librarians' Perspectives." Cleveland, Ohio, May 4-5, 2006.

Qian, G., & Tao, L. *Use of electronic discussion board to promote students' reflective actions in literacy education: Implications for urban teacher education*. Paper presented at the annual spring conference of NYSATE/NYACTE, Saratoga Springs, New York, April 3, 2003.

Qian, G. *Effects of naive beliefs about knowledge and learning on science text comprehension: Differences between high and low achievers*. Paper presented at the annual meeting of the New York State Reading Association, Kiamesha Lake, NY, November 1-4, 1994.

Qian, G., Hynd, C., & Alvermann, D. *Misconceptions in science: Influence of attitude, knowledge, and experiences*. Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta, GA, October 25, 1990.

Alvermann, D. E., Hynd, C., & Qian, G. *Prior knowledge, science content & pre-service teachers' misconceptions*. Institute for Behavioral Research Cognitive Studies Seminar, University of Georgia, April 23, 1990.

Qian, G. *Application of pragmatic theory in teaching English as a foreign language*. Trends in Linguistic Studies Seminar, Shanghai International Studies University, Shanghai, China, November 1, 1986.

Qian, G. *Pragmatic errors among inservice teachers of English*. Paper presented at the annual academic meeting of Shanghai Institute of Education, Shanghai, China, November 11, 1986.

c. Local

Qian, G. *Cultural differences in beliefs about learning*. Paper presented at Lehman College Faculty Development Workshop, The City University of New York, Bronx, NY, May 16, 1996.

Qian, G. *Role of epistemological beliefs and learned helplessness in secondary school students' learning from science text*. Paper presented at Literacy Forum, Manhattan, Graduate School and University Center of The City University of New York, November 22, 1993.

PUBLICATIONS

Qian, G., Fayne, H., & Lieman, L. (2018). Faculty investment in student success: A four-year investigation of edTPA implementation. In Joyce Many & Ruchi Bhatnagar (Eds.), *Implementing and analyzing performance assessment in teacher education*

- (pp. 63-84). Charlotte, NC: Information Age Publishing.
- Fayne, H., & Qian, G. (2016). What does it mean to be student-centered? An institutional case study of edTPA implementation. *The New Educator*, 12(4), 311-231.
- Kelly, A., Gningue, S., & Qian, G. (2015). First-Year Urban Mathematics and Science Middle School Teachers: Classroom Challenges and Reflective Solutions. *Education and Urban Society*, 47(2), 132-159.
- Tao, L., & Qian, G. (2012). Historical Perspectives on the Chinese Written Language and Literacy Education in China. In S. Leung & J. Ruan (Eds), *Perspectives on teaching and learning Chinese literacy in China* (pp.1-15), Springer.
- Tao, L., & Qian, G. (2012). Literacy in Ancient China: A Culturally and Socially Situated Role in Historical Times. In S. Leung & J. Ruan (Eds), *Perspectives on teaching and learning Chinese literacy in China* (pp.16-31), Springer.
- Qian, G., & Pan, J. (2006). Susanna's way of becoming literate: A case study of literacy acquisition by a young girl from a Chinese immigrant family. *Reading Horizons*, 47(1), 75-96.
- Pan, J., & Qian, G. (2006). Librarian performance assessment: A case study. *Chinese Librarianship: An International Electronic Journal*, 22. Available URL: <http://www.iclc.us/cliej> (Refereed Electronic Journal Article) (7 pages).
- Tao, L., Yuan, H., Zuo, L., Qian, G., & Murray, B. (2006). Teacher expectations of student reading in middle and high school: A Chinese perspective. *Journal of Research in International Education*, 5(1), 269-299.
- Qian, G., & Tao, L. (2006). Understanding the paradoxical relationship between domain specificity of in-service literacy teachers' epistemological beliefs and their instructional practices. In J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 249-263). Oak Creek, WI: National Reading Conference, Inc.
- Qian, G., & Tao, L. (2005). In-service teachers and Computer Mediated Discussions: Ranges and purposes of reflection. *Reading Horizons*, 46(2), 115-142.
- Qian, G. (2005, April 24). 睡觉前讲故事好处多 [Benefits from bedtime reading to young children]. *文化与生活 [China Tribute]*, p.24.
- Qian, G. (2002). Conceptual change learning and literacy. In B. J. Guzzetti (Ed), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 93-97). Santa Barbara: ABC-CLIO.
- Qian, G., & Pan, J. (2002). A comparison of epistemological beliefs and learning from science text between American and Chinese high school students. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology* (pp.365-386). Mahwah, NJ: Erlbaum. (Research Report).
- Qian, G., & Alvermann, D. (2000). Relationship between epistemological beliefs and conceptual change learning. *Reading and Writing Quarterly*, 16, 59-74.
- Qian, G., & Guzzetti, B. (2000). Conceptual change learning: A multidimensional lens- Introduction to Part I. *Reading and Writing Quarterly*, 16(1), 1-3.
- Qian, G., & Guzzetti, B. (2000). Conceptual change learning: A multidimensional lens- Introduction to Part II. *Reading and Writing Quarterly*, 16(2), 87-88.

- Hynd, C., Alvermann, D., & Qian, G. (1997). Preservice elementary school teachers' conceptual change about projectile motion: Refutational text. *Science Education, 81(1)*, 1-27.
- Qian, G., & Huang, T. (1997). Happiest but least cheerful: Influence of environmental and societal factors on educating the "only child." In Patricia J. Thompson (Ed.), *Environmental education for the 21st century: International and interdisciplinary perspectives* (pp. 59-66). New York: Peter Lang Publishing, Inc.
- Qian, G., & March-Burris, B. (1996). The role of epistemological beliefs and motivational goals in ethnically diverse high school students' learning from science text. In D. J. Leu, C. K. Kinzer, & K. A. Hinchmann (Eds.), *Literacy for the 21st century: Research and practice* (pp. 159-169). Chicago, IL: The National Reading Conference, Inc.
- Qian, G., & Pan, J. (1996). Zhongguo de zhaoqi ertong yuwen jiaoyu wenti [Issues in early literacy education for Chinese children]. *Modern China Studies, 1*, 51-59.
- Alvermann, D. E., Hynd, C. R., & Qian, G. (1995). The effects of interaction and text type on the learning of counterintuitive science concepts. *Journal of Educational Research, 88*, 146-154.
- Qian, G., & Alvermann, D. E. (1995). The role of epistemological beliefs and learned helplessness in secondary school students' learning science from text. *Journal of Educational Psychology, 87*, 282-292.
- Qian, G., Reinking, D., & Yang, R-L. (1994). The effects of character complexity on recognizing Chinese characters. *Contemporary Educational Psychology, 19*, 155-166.
- Alvermann, D. E., & Qian, G. G. (1994). Perspectives on secondary school reading: Implications for instruction. *Reading and Writing Quarterly, 10*, 21-38.
- Qian, G. (1994). Overcoming misconceptions about science concepts: The role of naive beliefs about knowledge and learning. In W. Linet & B. Sturtevant (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 1-12). Pittsburgh, KS: College Reading Association.
- Ridgeway, V. G., Dunston, P. J., & Qian, G. G. (1993). A methodological analysis of teaching and learning strategies research. *Reading Research Quarterly, 28*, 334-348.
- Qian, G. (1992). Four lessons: Additional notes and exercises. In C. L. Cui (Ed.), *English: Workbook II for self-taught students of English*. Shanghai: Translation Press.
- Hynd, C., Qian, G., Ridgeway, V., & Pickle, M. (1991). Promoting conceptual change with science texts and discussion. *Journal of Reading, 34*, 596-601.
- Qian, G. (1987). Entailment, presupposition, and conversational implicature. *Shanghai Jiaoyu*

Others (e.g., newspaper article, ERIC document, or technical report)

- Polirstok, S.R., Delisle, R.D., Deveaux, F., Gottlieb, B.W., Qian, G., Thompson, P., & Zuss, M. (2002). The learning circle model: A vehicle for exploring critical perspectives in teacher education. ED 463255 (10 pages).
- Hynd, C. R., McNish, M., Qian, G., Keith, M., & Lay, K. (1994, October/November). When science contradicts intuition: How students learn scientific concepts. *Reading Today*, p. 9.

- Hynd, C. R., McNish, M., Qian, G., Keith, M., & Lay, K. (1994). *Learning counterintuitive physics concepts: The effects of text and educational environment* (Research Report #16). Athens, GA: National Reading Research Center, University of Georgia and University of Maryland, College Park.
- Hynd, C. R., Alvermann, D. E., & Qian, G. (1993). *Prospective teachers' comprehension and teaching of a complex science concept*. (Tech. Rep. No. 4). Athens: University of Georgia, National Reading Research Center.

PH.D. THESIS TITLE:

Overcoming naive theories in secondary school students' learning science concepts from text: The role of immature epistemological beliefs and learned helplessness

GRANTS RECEIVED

a. Multiple

- Qian, G., & Gningue, S. (2016-17). *Impacts of Noyce Teachers' Mindsets on Ways of their Teaching and Student Learning*. Funded by the PSC-CUNY Research Award Program of the City University of New York, \$5838.
- Qian, G., Gningue, S., Jones, L., & Kelly, A. (2009-2013). *Mathematics and Science Teacher Education Recruitment (MASTER) Program at Lehman College*. Supplemental Grant funded by the National Science Foundation Robert Noyce Teacher Scholarship Program (48 month project, \$120,562).
- Qian, G., Gningue, S., Jones, L., & Kelly, A. (2009-2013). *Mathematics and Science Teacher Education Recruitment (MASTER) Program at Lehman College*. Grant funded by the National Science Foundation Robert Noyce Teacher Scholarship Program (48 month project, \$749,988).
- Polirstok, S. R., & Qian, G. (2001-2005). Early literacy and inclusion training for teachers in Community School District 10, Bronx, NY. Grant funded by New York State Office of VESID (60 month project, \$1,070,000 award to CSD 10).

b. Individual

- Qian, G. (2018-2020). Lehman-Schools Partnerships for Renewal of Educator Preparation (LSPREP). Grant funded by US PREP, Texas Tech University, (\$300,000).
- Qian, G. (2007-08). *Relationship between kinds of in-service teachers' epistemological beliefs and practices in reading instruction*. Grant proposal submitted for the PSC-CUNY 38

Research Award Program of the City University of New York, \$1,600.

Qian, G. (2005-06). *Using research projects to promote in-service teachers' reflection on educational research*. Title V Grant Sponsored by the Center for Teaching Excellence by BCC of the City University of New York, \$2,000.

Qian, G. (2004-05). *Domain specificity and domain generality of inservice teachers' epistemological beliefs: Their role in instructional practices in reading*. Funded by the PSC-CUNY Research Award Program of the City University of New York, \$3635.

Qian, G. (2003-04). *Domain specificity and domain generality of inservice teachers' epistemological beliefs: Their role in instructional practices in reading*. Funded by the PSC-CUNY Research Award Program of the City University of New York, 2,916.

Qian, G. (1998-99). *Role of beliefs about knowledge and ability in learning from science text among high school students: A cross-cultural study*. Funded by Herbert H. Lehman College Foundation Faculty Advancement Award, The City University of New York \$7,500

Qian, G. (1997-98). *Role of beliefs about knowledge and ability in learning from science text among high school students: A cross-cultural study*. Funded by Herbert H. Lehman College Foundation Faculty Advancement Award, The City University of New York \$7,500.

Qian, G. (1997). *Early literacy development among young children from immigrant Chinese families*. Funded by the PSC-CUNY Research Award Program of The City University of New York, \$6,848.

Qian, G. (1996). *Early literacy development among young children from immigrant Chinese families*. Funded by the PSC-CUNY Research Award Program of The City University of New York, \$6,628.

Qian, G. (1995). *Effects of kinds of misconceptions on conceptual change learning from science text*. Funded by the PSC-CUNY Research Award Program of The City University of New York, \$5,000.

Qian, G. (1994). *The role of epistemological beliefs and motivational goals in ethnically diverse secondary school students' learning from science text*. Funded by the PSC-CUNY Research Award Program of The City University of New York, 1994, \$3,000.

CURRICULUM MATERIALS

a. Course and Curriculum Development

- 2006 Preparing the Program Report to be submitted to the International Reading Association (IRA) for the NCATE review.
- 2005-06 Offering a new topic on China's literary traditions under EDR780: Special Topics. Using the online Blackboard with students in EDR767 to help them reflect on learning to become teacher researchers.
- 2004 Development of the course outline on *Logics of Inquiry* in collaboration with Professor Ken Tobin for the Ph.D. Program in Urban Education.
- 1999 Revision of the course title and description for EDR724 *Assessment of Reading Difficulties* and EDR725 *Practicum in Correction of Reading Difficulties*. Development of the new course (EDR723) *Evaluation and assessment of adolescent literacy development*.
- 1996-98 Revision of the course title and description for the following courses:
EDR701 *Reading and learning how to read*
EDR710
EDR724 *Assessment of reading difficulties*
EDR725 *Practicum in correction of reading difficulties*
EDR770 *Independent study*
EDR775
- 1997 Development of three new courses, 9 credits (EDR702, EDR711, and EDR716) for a concentration on young children's (from infants to eight-year-olds) literacy development.
- 1996 Revision of the sample case report for EDR724 *Assessment of reading difficulties*.

Revision of the course description of EDR755 *Special Topics: Children's Literature* and development of new courses EDR780 and EDR781.

b. Integration of Computer Technology

- 2004 Engaging Ph.D. students in Computer Mediated Discussion by using the online Blackboard system.
- 2003 Using Computer Mediated Discussion to encourage students to take reflective actions in learning literacy assessments.

c. Preparation for NY State registration & NCATE

2002 Revision of the Graduate Program in Literacy Studies and submission of the second rejoinder and the revised documents to NCATE in collaboration with Professors of Robert Delisle and Mark Zuss.

1999-2001

Redesign of the Graduate Program in Reading in collaboration with Professors Robert Delisle and Mark Zuss to comply with standards set by New York State, NCATE, and IRA. Development of new courses for the proposed change from *M. S. ED. Program in Reading* to *M. S. ED. Program in Literacy Studies*.

WORKSHOPS

Qian, G. *What should a paraprofessional do to help children with reading and writing difficulties?* Conducted at Staff Development Workshop organized by District 10-District

75-Lehman College, Lehman College, Bronx, New York, March 11, 2005.

Qian, G. *Using computer technology to assist struggling learners in reading and writing.* Conducted at Staff Development Workshop organized by District 10-District 75-

Lehman College, Lehman College, Bronx, New York, February 2005.

Qian, G. *New York City balanced literacy program.* Staff development workshop organized by Region One and Lehman College, Lehman College, Bronx, New York, August 4, 2004.

Qian, G. *The E-Class assessment: Old versus new comparison of assessment results for target students and implications for instruction.* Conducted at Staff Development Workshop organized by Region One and Lehman College, Lehman College, Bronx, New York, March 29, 2004.

Polirstok, S., & Qian, G. *Workshop and Model lesson on Phonemic Awareness.* VESID District 10-Lehman College Literacy & Inclusion Project. Public School 20, Bronx, NY, December 18, 2002.

Qian, G. *Current theories of literacy acquisition and instruction: What really matters for struggling readers.* Conducted at Staff Development Workshop organized by District 10-

District 75-Lehman College, Lehman College, Bronx, New York, June 12, 2002.

PROFESSIONAL ACTIVITIES

2000-2006 Research Consultant: DAH Consulting, Inc. New York, New York

The 21st Century Community Learning Center (New York Center for Interpersonal Development), Staten Island, New York.

The 21st Century Community Learning Center, Region 1, Bronx, New York

P.S. 112 EVEN START PROGRAM Triple-E Family Literacy Partnership *East Harlem*,

Empowerment Zone, Even Start, Manhattan, New York.

The 21st Century Community Learning Center, Community School Districts 16 and 17,
Brooklyn, New York.

1996-1998 Research Consultant: Ventures in Education, New York, New York

TEACHING EXPERIENCE

- a. University (Courses Taught)
Ph.D. Program in Urban Education of City University of New York, Spring 2004
70300 Logics of Inquiry

Lehman College-City University of New York, *2001-present*

- ESC 501 Psychological Foundations of Education
EDR 529 Literacy and Instructional Technology
EDE 722 Child Development and Program Design in Childhood Settings
EDR 701 Language and Literacy Development of Infants, Toddlers, and Young Children
EDR 702 Language and Literacy Development of Children
EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education
EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education
EDR 767 Project Seminar on Literacy I
EDR 768 Project Seminar on Literacy II
EDR 780 Special Topics in Literacy Education

Lehman College-City University of New York, *1993-2001*

- EDE 621 Introduction to Teaching Reading in the Elementary School
EDE 622 Advanced Methods in Teaching Reading in Elementary School
ECE 416 Methods of Teaching Reading in the Primary Grades
ECE 420 Reading Methods in Middle Grades
EDR 724 Assessment of Reading Abilities
EDR 725 Practicum in Correction of Reading Difficulties
EDR 701 Reading and Learning How to Read
EDR 741 Investigation in Reading (I)
EDR 742 Investigation in Reading (II)

University of Georgia, 1989-1993

- UNV 102 Learning to Learn
ERD 099R Reading Improvement
ERD 342 Teaching of Reading to Early Elementary Children

Lecturer of English at Shanghai Institute of Education, 1980-1987

Courses Taught

Introduction to English Linguistics
English Grammar to Self-Taught Students
English Grammar-Elementary Level
English Grammar-Intermediate Level
English Grammar-Advanced Level
English Reading
English Writing
Teaching English to Elementary Students in the Rural Area
English Phonetics

Instructor of English at East China Normal University, 1977-1979

Course Taught

Language Arts in English

b. Public School Teaching

Classroom Teacher at Shanghai Xiang-Ming High School, 1979-1980

Course Taught

Language Arts in English

c. Supervisory Experiences (Fall 1990, 1992)

Department of Reading Education

University of Georgia

Supervised Early Childhood Education undergraduate's field experience in ERD 343 (20 weeks).

d. Internship

College Reading Intern (Spring, Summer 1992)

Developmental Studies, University of Georgia

During the internship at Developmental Studies, responsibilities included observing teaching, keeping journals, practicing teaching, reading related literature, and discussing the issues in college reading weekly with the supervised professors.

Public School Intern (Fall 1991; Winter 1992)

6th Grade Intern

Winter, 1992

7th Grade Intern

Fall, 1991

Hilsman Middle School, Athens, Georgia

During the internship at Hilsman, responsibilities included observing teaching, grading students' assignments, teaching language arts in a two-week session for each quarter, and conducting reading and writing workshops.

SERVICE

a. School of Education/Department

2018-present	Chair of the Professional Education Advisory Committee
2013-2017	Noyce Science, Technology, Engineering, and Mathematics for English Language Learners (STEMELL) Advisory Committee
	Noyce STEMELL Research Committee
2011-2018	Chair of the Educator Preparation Policy Council
	Professional Educator Advisory Committee
2007-2018	CAEP (NCATE) Coordinator
	Officer for Curriculum Changes
	Professional Development Council
	Executive Committee
	Chair of the School of Education Research and Writers Group
2014	Co-Chair of the Search Committee for the Director of the Institute for Literacy Studies
2013	Search Committee for Assistant Professor of Literacy Education
2007	Committee on Lincoln Center Institute
2007	Committee on Professional Development Schools
1997-2007	Personnel and Budget Committee, Department of Specialized Services in Education
1993-2007	Coordinator of the Graduate Program in Literacy Studies
2006	The NCATE Steering Committee and the Standard 3 (Assessment) Subcommittee.
2005	Member of the Search Committee for the faculty position in the Graduate TESOL Program in the Department of Middle and High School Education.
2004	Chair of the Search Committee for the faculty position in the Graduate Program in Literacy Studies
2002	The NCATE Steering Committee and the Standard 6 (Governance) Subcommittee.
2000	LUTE Award Planning Committee
1997	Co-organizer of the first literacy colloquium presented by the Graduate Program in Reading.
1996	Curriculum Committee, Division of Education
	Divisional recruitment committee
1994	Division of Education's Bilingual/TESOL Task Force

b. Lehman College

2016	Co-Chair, Search Committee for Director of the Institute of Literacy Studies
2012-present	Member of the College STEM Committee
2009-2015	Member of Advisory Committee of Mathematics Teacher Transformation Institutes (MTTI)
2008-2014	Committee of Academic Freedom: Administrative Representative
2013-2014	Lehman College Administrative Task Force: Prioritization
2013-2014	Search Committee for Dean of the School of Natural and Social Sciences
2008	Search Committee for Senior Registrar
2008	Search Committee for Coordinator of the Professional Development Network
2007	Middle States Self-study: Subcommittee on Faculty
2007-2008	Committee on Graduate Studies: Administrative Representative
2004-2006	Research and Scholarship Committee
2006	Chief Librarian Search Committee
2006	Co-Chair of the Planning Committee on the symposium on <i>A Dialogue on Russia and China Today</i> , March 25, 2006
2006	Moderator of the panel discussions at the symposium on <i>A Dialogue on Russia and China Today</i> , March 25, 2006
2006	Planning Committee on a Center for Peace & Human Rights Education at Lehman
2001-2004	Committee on Graduate Curriculum
1999-2003	Committee on Graduate Studies
1999	Member of Review Board for George N. Shuster Awards
1995-1998	Committee on Pluralism and Diversity
1995	Search Committee of the Multilingual Journalism Program Planning Committee of Environmental Issues & Imperatives for the 21st Century: An International Interdisciplinary Conference, April 24 to 28, 1995, Lehman College-CUNY. Committee on Academic Freedom

a. University

2019	Executive Committee member of the Ph.D. Program at the Graduate School and University Center
2008	Co-Chair of the CUNY Literacy Special Interest Group
2008	Executive Committee of the Graduate School and University Center's Ph.D. Program in Urban Education
2003-2007 Program	Doctoral Faculty of the Graduate School and University Center's Ph.D. in Urban Education.
2001-present Program	Doctoral Faculty of the Graduate School and University Center's Ph.D. in Educational Psychology.

- 2005 Member of the Search Committee for the faculty position of Bilingual and Multicultural Education in the Ph.D. Program in Urban Education of the University Graduate Center.
- 2005 Member of Ms. Adina Ashmidman's dissertation committee at the University Center-CUNY.
- 1997-2000 Planning Committee for a Doctoral Program for Curriculum and Policy Studies in Urban Education.
- 1994 Colloquium Planning Committee sponsored by the CUNY Office of Academic Affairs.

COMMUNITY SERVICE

- 2016 Reviewer of the Early Instrument Review Team of the Council for Accreditation of Educator Preparation (CAEP)
- 2013 Reviewer for Asia Pacific Education Review
- 1995 Reviewer for the Journal of Research in Science Teaching.
- 1994 Reviewer for the annual meeting of the National Reading Conference.
- 1993 Reviewer for Reading Research Quarterly.
Chair Assessing engaged reading National Reading Research Center Conference, Athens, GA, February 13.
Chair The multicultural college classroom Conference on Qualitative Research in Education, Athens, GA, January 7.
- 1992 Vice-president, Alpha Upsilon Alpha, the Honor Society of the International Reading Association (IRA).
Program chair for Alpha Upsilon Alpha's annual event to organize guest lectureship.
- 1991 President, Alpha Upsilon Alpha, the Honor Society of the International Reading Association (IRA).
Reviewer for the annual meeting of the National Reading Conference.

MEMBERSHIP IN PROFESSIONAL SOCIETIES (Last five years only)

- International Reading Association 1989-present
- American Educational Research Association 1990-present
- Literacy Research Association (National Reading Conference) 1995-present

Rosa L. Rivera-McCutchen, PhD

Lehman College CUNY, 250 Bedford Park Blvd. W., Carman Hall B53, Bronx, NY 10468
718-960-6779 • rosa.riveramccutchen@lehman.cuny.edu

EDUCATION

Ph.D. in Teaching and Learning, May 2007

New York University, New York, NY

Dissertation: *Is small all? A study of the intersecting factors contributing to the successes and challenges of a small Bronx high school.*

Committee: Dr. Pedro A. Noguera (Chair), Norm Fruchter, Dr. MaryAnn Dickar

M.S. in Teaching and Curriculum - Secondary Social Studies Education, May 1997

University of Rochester, Rochester, NY

New York State Permanent Certification, Social Studies (Grades 7-12)

B.A. in Political Science, May 1996

University of Rochester, Rochester, NY

UNIVERSITY APPOINTMENTS

- 2018-Present *Doctoral Faculty, The Graduate School and University Center's PhD Programs in Urban Education and Social Welfare-CUNY*
- 2017-Present *Associate Professor, Graduate Leadership Programs, School of Education, Herbert H. Lehman College-CUNY*
- 2010-2017 *Assistant Professor, Educational Leadership Programs, School of Education, Herbert H. Lehman College-CUNY*
- 2008-2010 *Adjunct Assistant Professor*
Scaffolded Apprenticeship Model, (in partnership with New Visions for Public Schools), School of Public Affairs, Baruch College-CUNY
- Spring 2008 *Adjunct Assistant Professor*
Middle and High School Education, School of Education, Herbert H. Lehman College-CUNY
- Summer 2003, *Adjunct Faculty*
Fall 2006, 2008 *Teaching and Learning, Steinhardt School of Culture, Education and Human Development, New York University*

RESEARCH & PROFESSIONAL EXPERIENCE

- 2016-Present *Consultant, Strategic Inquiry, LLC, New York, NY*

- 2013-2015 *Consultant Facilitator, School Diversity Workshops, NYC Community Education Council District 1, New York, NY*
- 2006-2009 *Research Consultant, Center for Research on Teaching and Learning, Steinhardt School of Culture, Education and Human Development, New York University, New York, NY*
- 2002-2004 *Graduate Research Assistant, Center for Research on Teaching and Learning, Steinhardt School of Culture, Education and Human Development, New York University, New York, NY*
- 2005-2008 *Educational Consultant, Fannie Lou Hamer Freedom High School, Bronx, NY*
- 2006 *Research Consultant for Program Evaluation, ActKnowledge, Inc., New York, NY*
- 2002 *Interim Director of Operations, DonorsChoose.org, New York, NY*
- 1997-2001 *Humanities and Social Studies Teacher, Wings Academy High School, Bronx, NY*

PUBLICATIONS

Refereed:

Rivera-McCutchen, R. L. (Accepted with minor revisions). “We don’t got time for grumbling”: Toward an ethic of radical care in urban school leadership. Submitted to *Educational Administration Quarterly*.

Rivera-McCutchen, R. L. & McCutchen, E. (In press). “Why you should create an LGBTQ+ inclusive environment for middle schoolers and their families.” In J. Brooks & A Heffernan (Eds). *The School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst*. Charlotte, NC: Information Age Publishing.

Rivera-McCutchen, R. L. (2019). Armed love in school leadership: Resisting inequality and injustice in schooling. *Leadership and Policy in Schools, 18*(2), 237-247. DOI: 10.1080/15700763.2019.1611867

McCutchen, A. A. & **Rivera-McCutchen, R. L.** (2017). From “Smooth Operator” to “Young, Gifted & Black”: Big Daddy Kane’s evolution as a metaphor for a praxis of critical care in leadership. In T. N. Watson, J. Brooks, & F. Beachum (Eds.), 185-196. Charlotte, NC: Information Age Publishing Inc. (50%)

Rivera-McCutchen, R. L. (2016). The (im)possible pursuit of the college degree: Exploring the experiences of Bridges Institute alums. *Journal of Urban Learning, Teaching and Research, 12*, 88-98.

Watson, T. N. & **Rivera-McCutchen, R. L.** (2016). #BlackLivesMatter: A call for transformative leadership. *Journal of Cases in Educational Leadership*, 19(2), 3-11. (40%)

Rivera-McCutchen, R. L. & Watson, T. N. (2015). Leadership for social justice: It is a matter of trust. *Journal of Cases in Educational Leadership*, 17(4), 54-65. (60%)

Byrne-Jiménez, M., Villavicencio, A., **Rivera-McCutchen, R. L.**, & Torres, C. (2015). Of and with: Stories of belonging and forging multiple Latin@ identities in four voices. In F. Hernandez, E. Murakami, & G. Rodriguez (Eds.), *Abriendo puertas, cerrando heridas (Opening doors, closing wounds): Latinas/os finding work-life balance in academia*. Charlotte, NC: Information Age Publishing. (25%)

Magaldi-Dopman, D., Marshall, A.M., **Rivera-McCutchen, R. L.** & Roberts, L. A. (2015). AcaDames: Living and working towards tenure. *Journal of Faculty Development*, 29(3), 37-42. (25%)

Rivera-McCutchen, R. L. (2014). The moral imperative of social justice leadership: A critical component of effective practice. *The Urban Review*, 46, 747-763. DOI: 10.1007/s11256-014-0297-2

Rivera-McCutchen, R. L. (2014). The “Insider” Principal: Perceptions of the leadership effectiveness of an internal successor. *Journal of School Leadership*, 24(5), 1014-1034.

Rivera-McCutchen, R. L. & Panero, N. S. (2014) Low-inference transcripts in peer coaching: A promising tool for school improvement. *International Journal of Mentoring and Coaching in Education*, 3(1), 86-101. (50%)

Rivera-McCutchen, R. L. (2013). Freshman Year Writing in an Urban College: Different Professors, Different Focus. *The National Journal of Urban Education and Practice*, 7(2), 73-85.

Rivera-McCutchen, R. L. (2012). Caring in a small urban high school: A complicated success. *Urban Education*, 47(3), 653-680.

Under review/contract:

Rivera-McCutchen, R. L. (Under contract). *Radical Care: A Framework for Leading for Justice in Urban Schools*. Teachers College Press.

Rivera-McCutchen, R. L. (Under review). Interest convergence in the NYS opt-out movement. Submitted to O. Pizmony-Levy, B. Lingard, & D. Hursh (Eds). *Teachers College Record Special Issue “Global reform, Local resistance: Opposition to the corporate reform agenda in US schools.”*

Martinez, M. A. & **Rivera-McCutchen, R. L.** (Under review). “The collective and unique contributions of Latina urban school leaders: Testimonios of advocacy and resistance.” In N. A. Arnold, A. Osanloo & R. O. Guillaume (Eds). *The Handbook of Urban Educational Leadership* (2nd ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Hantzopoulos, M., **Rivera-McCutchen, R. L.**, & Tyner-Mullings, A. (Under review). "Transition to Project-Based Assessment: Possibilities, Challenges and Pathways." Submitted to *Harvard Education Review*.

Invited:

Rivera-McCutchen, R. L. (2016). Examining power and privilege in the "Opt-out" movement. *AERA Division A Newsletter*, <http://aeradivisiona.org/invited-commentary.html>

Rivera-McCutchen, R. L. (2012). Considering context: Exploring a small school's struggle to maintain its educational vision. In A. Tyner-Mullings & M. Hantzopoulos (Eds.), *Critical Small Schools in New York City: Beyond privatization in public urban educational reform* (pp. 21-39). Charlotte, NC: Information Age Publishing.

Rivera-McCutchen, R. L. (2012, August 20). Researcher: Small schools aren't enough, but they help. *Gotham Schools*. Retrieved from <http://gothamschools.org/tag/useable-knowledge/>

Rivera-McCutchen, R. & A. McCutchen (September 2007). "Grassroots, Online Organizing." In A. Mangual & B. Picower, *Revealing Racist Roots: The 3 R's for Teaching about the Jena 6*, <http://www.nycore.org/PDF/Revealing%20Racist%20Roots.pdf>

INVITED TALKS & PANELS

"Radical Hope: A Framework for [Urban] School Leadership,"

- Lancaster-Lebanon Intermediate Unit 13 (IU13) Assistant Superintendents, Bronx, NY, September 17, 2018
- The Rose Bente Lee Ostapenko Center for Race, Equality and Mission, Niagara University, Niagara, NY, June 14, 2018
- Lancaster-Lebanon Intermediate Unit 13 (IU13) Superintendents, Bronx, NY, October 26th, 2017.

"Socio-Emotional Learning & Culturally Responsive Pedagogy," *Pedagogy of the Obsessed* [Podcast], November 12, 2017.

Panelist, "Getting to Know Our Faculty," Lehman College New Faculty Orientation, Bronx, NY, August 25, 2017.

Panelist, "Historical and Contemporary Issues Related to Racism in Education and Society: A Dialogic Event," Lehman College, Bronx, NY, March 16, 2017.

Panelist, "Tenure and Advancement: Facilitators and Obstacles," Lehman College American Council of Education Women's Network Group Spring Event. Bronx, NY, March 15, 2017.

Rivera-McCutchen, R. L. (2017, March). *Educating the Whole Child* [video file]. Retrieved from <https://www.youtube.com/watch?v=8lgVAYel4Bo>.

CONFERENCE PRESENTATIONS

Byrne-Jiménez, M., Burciaga, R., Fernández, E., Genao, S., **Rivera-McCutchen, R. L.**, Rocha, P. A. & Villavicencio, A. (Accepted). *Mujeres Guerrilleras: Recognizing & Being Hermanas in the Academy*. Critical Conversation Symposium proposal submitted for the 2019 University Council for Educational Administration Annual Meeting, New Orleans, LA.

Martínez, M. A. & **Rivera-McCutchen, R. L.** (Accepted). *Advocating from the margins: The collective and unique contributions of three Latina urban school leaders*. Paper proposal submitted for the 2019 University Council for Educational Administration Annual Meeting, New Orleans, LA.

Rivera-McCutchen, R. L. (2018, April). *"The souls of our children are at stake": A principal takes a stand*. In R. K. Hopson (Chair). *School leadership and the public good: Reclaiming community, advocacy, and justice*. Symposium conducted at the American Educational Research Association Annual Meeting, New York, NY.

Rivera-McCutchen, R. L. (2018, April). *How school leaders humanize their schools and work for social justice: Testimonios from the New York City trenches*. In Rivera-McCutchen, R. L. (Chair). Division A Vice-Presidential invited speaker session conducted at the American Educational Research Association Annual Meeting, New York, NY.

Tillman, L., McClellan, P., Genao, S., **Rivera-McCutchen, R. L.**, Watson, T. N., & Horsford, S. D. (2018, April). *Setting it off: From individual scholars to collective sisterhood among five women of color in the academy*. Workshop presented at the American Educational Research Association Annual Meeting, New York, NY.

Rivera-McCutchen, R. L. (2018, April). *Teaching leadership from many grounds: Navigating the challenges and possibilities of multiple identities*. In Radd, S. I. (Chair). *Examining ourselves in the service of our mission: Teaching leadership for social justice*. Symposium presented at the American Educational Research Association Annual Meeting, New York, NY.

Rivera-McCutchen, R. L. (2017, November). *Echando Pa'lante? Urban high school alumni experiences while pursuing a college degree*. Paper presented at the University Council for Educational Administration Annual Meeting, Denver, CO.

Rivera-McCutchen, R. L. (2017, April). *Interest Convergence and the New York City High-Stakes Test "Opt Out" Movement*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

Magaldi, D., Marshall, A., **Rivera-McCutchen, R. L.**, & Roberts, L. (2017, March). *AcaDames: Diverse female junior faculty living and working toward tenure*. Paper presented at the CUNY at the Crossroads: Diversity and intersectionality in action Conference, New York, NY.

Rivera-McCutchen, R. L. (2016, November). *"The souls of our children are at stake": A principal takes a stand.* Paper presented at the 2016 University Council for Educational Administration Annual Meeting, Detroit, MI.

Hantzopoulos, M., **Rivera-McCutchen, R. L.** & Tyner-Mullings, A. (2016, April). *In transition: How school actors negotiate the change from high-stakes testing to project-based assessment*. Paper presented at the 2016 American Educational Research Association Annual Meeting, Washington, DC.

Rivera-McCutchen, R. L. (2016, April). *Examining privilege and power in the New York State high stakes tests opt-out movement*. Paper presented at the 2016 American Educational Research Association Annual Meeting, Washington, DC.

Rivera-McCutchen, R. L. (2016, April). *Not just 'Other People's Children': Advocating for my child at the intersection of my identities*. Paper accepted at the 2016 American Educational Research Association Annual Meeting, Washington, DC.

Byrne-Jiménez, M., Burciaga, R., Fernández, E., Rocha, P. A., **Rivera-McCutchen, R. L.** & Villavicencio, A. (2015, November 22). *Mujeres guerreras/Warrior women: Latina Scholars talk life, balance, & leadership*. Critical Conversation Symposium Paper presented at the 2015 University Council for Educational Administration Annual Meeting, San Diego, CA.

Hantzopoulos, M., **Rivera-McCutchen, R. L.** & Tyner-Mullings, A. (2015, November 21). *Transitioning from high-stakes testing: How performance-based assessment shapes instruction, curriculum, and school culture*. Paper presented at the 2015 University Council for Educational Administration Annual Meeting, San Diego, CA.

Rivera-McCutchen, R.L. (2015, April). *Justice as a moral obligation: Principals responding to vignettes of prejudice*. Paper presented at the 2015 American Educational Research Association Annual Meeting, Chicago, IL.

Bouknight, T., Magaldi-Dopman, D., Marshall, A.M., **Rivera-McCutchen, R. L.** & Roberts, L. A. (2015, April). *Academes: Negotiating the journey from junior faculty to tenure*. Paper presented at the 2015 American Educational Research Association Annual Meeting, Chicago, IL. (20%)

Hantzopoulos, M., **Rivera-McCutchen, R.L.** & Tyner-Mullings, A. (2015, February). *In transition: How school actors negotiate the change from high-stakes testing to project-based assessment*. Paper presented at the 2014 Annual Meeting of the American Anthropological Association, Washington, DC.

Rivera-McCutchen, R.L. (2014, November). *Leadership for social justice: The moral dimension of effective leadership practice*. Paper presented at the 2014 University Council for Educational Administration Annual Convention, Washington, DC.

Rivera-McCutchen, R.L. (2014, November). *Leveraging small school size to transform high schools into communities of care*. Paper presented at the 2014 University Council for Educational Administration Annual Convention, Washington, DC.

Rivera-McCutchen, R. L. & Watson, T. N. (2013). *Leadership and Common Core State Standards: Agendas for inquiry and cases for discussion*. Panel presented at the University Council for Educational Administration Annual Convention, Indianapolis, IN.

Rivera-McCutchen, R. L. (2013, April). *From peer to principal: The Challenges of Internal Leadership Succession*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Rivera-McCutchen, R. L. (2013, April). *Public educational reform*. Paper presented at Vassar College, Poughkeepsie, NY.

Rivera-McCutchen, R. L. (2012, October). *Beyond Privatization in Educational Reform: The Possibilities of Critical Small Schools in NYC*. City University Graduate Center CUNY, New York, NY.

Rivera-McCutchen, R. L. (2012, May). *Considering context: Exploring a small school's struggle to maintain its educational vision*. Paper presented at The New Community College at City University of New York (CUNY), New York, NY.

Rivera-McCutchen, R. L. (2012, March). *Considering context: Exploring a small school's struggle to maintain its educational vision*. Paper presented at Teachers College, Columbia University, New York, NY.

Rivera-McCutchen, R. L. (2012, November). *Insider principal: The promises and pitfalls of internal leadership succession*. Paper presented at the University Council for Educational Administration Annual Convention, Denver, CO.

Rivera-McCutchen, R. L. (2012, October). *Ready to write? First year Latino students' experiences with writing in an urban college*. Paper presented at the Puerto Rican Studies Association Bi-annual Conference, Albany, NY.

Rivera-McCutchen, R. L., & Scharff, H. A. (2011, April). *Leading peer coaching for school improvement*. Paper presented at the American Education Research Association Annual Meeting.

Rivera-McCutchen, R. L. (2011, February). *Caring in a small urban high school: A complicated success*. Lehman College CUNY School of Education, Bronx, NY.

Rivera-McCutchen, R. L., Scharff, H.A., & Talbert, J. (2010, May). *Peer Coaching as a Strategy for Teacher and School Improvement*. Paper presented at the American Education Research Association Annual Meeting, Denver, CO.

Rivera-McCutchen, R. L. (2008, March). *Is Small All? A Study of the Intersecting Factors Contributing to the Successes and Challenges of a Small Bronx High School*. Paper presented at the American Education Research Association Annual Meeting, New York, NY.

Rivera-McCutchen, R. L. (2008, March). *A Complicated Success: Creating a Culture of Caring at Bridges Institute.* Paper presented at the American Education Research Association Annual Meeting, New York, NY.

Rivera-McCutchen, R. L. (2008, February). *A Complicated Success: The Creation of a Culture of Caring at Peace High.* Paper presented at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Rivera-McCutchen, R. L. (2007, March). *Small is All? A Case Study of a Small Urban High School.* Paper presented at the Education Across the Americas Conference, Teachers College, Columbia University, New York, NY.

Rivera-McCutchen, R. L. (2007, February). *Small is All? A Case Study of a Small Urban High School.* Paper presented at Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Rivera-McCutchen, R. L. (2006, April). *Addressing the Needs of Students Placed at Risk Through Small High School Reform.* Paper presented at the American Education Research Association Annual Meeting, San Francisco, CA.

Bloom, J., Chajet, L., Shiller, J., & **Rivera-McCutchen, R. L.** (2004, December). *The Movement for Small Schools: Research Towards the Future* Paper presented at CUNY Graduate Center Urban Education Program's Emerging Scholarship in Urban Education Conference, New York, NY.

Rivera-McCutchen, R. L. (2004, December). *Inserting Race into the Analysis on the Current Trend of Small School Reform.* Paper presented at CUNY Graduate Center Urban Education Program's Emerging Scholarship in Urban Education Conference, New York, NY.

Rivera-McCutchen, R. L. (2004, April). *Assessing the Development and Learning of Staff Developers.* Paper presented at the American Education Research Association Annual Meeting, San Diego, CA.

Rivera-McCutchen, R. L. (2003, April). *Linking Evaluation and Practice: Fostering Collaboration in the Evaluation of a Professional Development Program for New Teachers.* Poster presented at the Eastern Evaluation Research Society Annual Meeting, Absecon, NJ.

RECOGNITIONS & AWARDS

Rising Scholar, Lehman College School of Education, 2012-13

Fellow, CUNY Faculty Fellowship Publications Program (FFPP), 2011-12

Emerging Scholar, The William L. Boyd National Educational Politics Workshop, American Educational Research Association 2011 Annual Meeting

Graduate Research Assistantship, New York University, School of Education, 2002-2004

Fifth Year in Teaching Fellowship, University of Rochester, Warner Graduate School of Education, 1996-97

Ronald E. McNair Scholar, University of Rochester, College of Arts and Science, 1995-96

GRANTS

PSC-CUNY 49 Research Award (2018-19) \$3499

Project title: "Examining Race and Racism in the NYS High-Stakes Test 'Opt-Out Movement'"

PSC-CUNY 48 Research Award (2017-18). \$3499.02

Project title: "How Context Shapes Reform: From High-Stakes Testing to Performance-Based Assessment in Secondary Schools"

Spencer Foundation Small Research Grants in the Areas of Inquiry (2015-2017) \$50,000 with Hantzopoulos, M. (PI) and Tyner-Mullings, A. (Co-PI)

Project title: "Transitioning from High-Stakes Testing: How Performance-Based Assessment Shapes Instruction, Curriculum, and School Culture"

PSC-CUNY 46 Research Award (2015-16) \$3499.02

Project title: "Successful school leadership: Lessons from an effective Bronx middle school principal"

Lehman College School of Education Faculty Scholarship Fund (2013-14) \$1000

Project title: "Successful School Principals"

PSC-CUNY 44 Research Award (2013-14) \$3500

Project title: "Bridging to college: Exploring the alumni experiences of one small urban high school"

PSC-CUNY 43 Research Award (2012-2013) \$3499.64

Project title: "Social justice leadership strategies: Principals responding to prejudice"

School of Education Faculty Scholarship Fund. (2012-13) \$1000 (with Bouknight, T., Magaldi-Dopman, D., Marshall, A.M. & Roberts, L. A.)

Project title: "Academes: Negotiating the Journey from Junior Faculty to Tenure"

George N. Shuster Fellowship Award (2011-2012) \$1500

Project title: "Effective questioning strategies in peer coaching"

PSC-CUNY 42 Research Award (2011-2012) \$3443.20.

Project title: "Ready to write? First semester Lehman students' experiences with writing"

Lehman College Division of Education, Research Assistant Award (2010-2011) \$2000

Graduate Assistantship (2002-04), New York University, Steinhardt School of Education
Department of Teaching and Learning

Fifth Year in Teaching Fellowship (1996-97), University of Rochester, Warner Graduate School of
Education

National Hispanic Scholarship Fund (1997, 1996, 1995, 1994)

Dr. Juan Andrade, Jr. Scholarship for Young Hispanic Leaders (1995)

SERVICE TO THE DEPARTMENT

Faculty Senate, Department Representative (elected 2011-present)
Grade Appeal Committee (2010-present)

SERVICE TO THE SCHOOL OF EDUCATION

School of Education Advanced Level Preparation Group (ALPG), Co-chair (January 2019 -
Present)

Research and Writers Group, Member (2010-May 2018)

Moderator, Annual School of Education Faculty Retreat Panel (January 2016)

NCATE Standard 4 Diversity Committee, Member (2011-2014)

LUTE Awards Committee, Member (2011)

SERVICE TO THE COLLEGE

National Center for Faculty Diversity and Development (NCFDD) @ Lehman Steering Committee
and Faculty Co-lead (August 2018-Present)

Lehman College Writing Across the Curriculum Working Group Member (December 2018 – May
2019)

Lehman College Provost Search Committee (Fall 2018)

Lehman College School of Education-Library Faculty Research Advisory Board (Spring 2018-
present)

Lehman College Provost Transition Committee (Spring 2018)

Lehman College Provost Search Committee (Fall 2017-Spring 2018)

Lehman College Diversity Advisory Council

Climate Survey Sub-committee, Chair (September 2014-January 2016)

Retention Sub-committee Co-chair (February 2013-June 2013)

Lehman College Teaching and Learning Commons New Faculty Workshops, Participant (2010-
2012)

SERVICE TO CUNY

Affiliated faculty in PhD Programs in Urban Education and Social Welfare at the Graduate Center

Master's Thesis Advisor: Melissa Borankas, MA Program in Liberal Studies, CUNY Graduate Center

Doctoral Advisor: Fatima Sherif, PhD Program in Urban Education, CUNY Graduate Center

Doctoral Committee Memberships:

- Cindy Bautista-Thomas, Urban Education, CUNY Graduate Center
- Erica Adhoot, Social Welfare, CUNY Graduate Center
- Jamaal Bowman, Educational Leadership, Manhattanville College (defended 2019)
- Wellinthon García, Educational Policy & Leadership, Hofstra University (defended 2018)

SERVICE TO THE PROFESSION

American Educational Research Association (AERA)

- Leadership for Social Justice-Special Interest Group
 - Chair (April 2018-Present)

- Administration, Organization and Leadership-Division A
 - 2018 Conference Program Chair
 - Mentor for the Division A Early Career Mentoring Pre-conference session, April 2018, 2019
 - 2017 Conference Program Co-Chair
 - Equity, Inclusion and Action Committee, Member (2016-2018)
 - Nominating Committee, Member (January 2016)
 - 2015 Conference Program Section Chair, School Improvement-Section 3
 - Annual Meeting Proposal Reviewer

University Council for Educational Administration (UCEA)

- Annual Convention, Reviewer (2012-present)
- Faculty mentor, UCEA Comprehensive Review of the Treatment of School Leadership in ESSA State Plans Project (NYS ESSA Plan) (Fall 2017)

Collegiate Association for the Development of Educational Administration NYS (CADEA)

Executive Committee Member

Metropolitan Council of Educational Administration Programs (MCEAP), Member

Manuscript Reviewer

- *Journal of Research on Leadership Education*
- *Journal of Cases in Educational Leadership*
- *Urban Education*
- *Leadership and Policy in Schools*
- *High School Journal*

- *Teachers College Press*

William T. Grant Foundation

Reducing Inequality Grant - Proposal Reviewer (2019)

Mohan Vinjamuri, Ph.D., LMSW, M.A.
Lehman College, Department of Social Work
City University of New York
250 Bedford Park Blvd. West
Bronx, NY 10468
Phone: (347) 249-1059
Email: mohan.vinjamuri@lehman.cuny.edu

EDUCATION

The Graduate Center, City University of New York, PhD, Social Welfare, 2012
Dissertation: *Being with Difference: Parenting Experiences of Gay Adoptive Fathers*
Chair: Dr. Mimi Abramovitz
Hunter College School of Social Work, City University of New York, MSW, 2002
Teachers College, Columbia University, M.A. Educational Psychology, 1999
University of Virginia, B.S., Aerospace Engineering, 1990

TEACHING EXPERIENCE

Associate Professor, Lehman College Department of Social Work, CUNY, 2013-present

Human Behavior in the Social Environment I and II (undergraduate and graduate)

Social Work with LGBT Individuals and Families (undergraduate and graduate)

Social Work Research I (undergraduate and graduate)

Social Work Research II (graduate)

Generalist Social Work Practice I and II (graduate)

Fieldwork Seminar I and II (undergraduate)

Social Welfare Policy (undergraduate)

Adjunct Assistant Professor, Lehman College Department of Social Work, CUNY, 2013
Social Work Research II (graduate)

Adjunct Lecturer, Hunter College School of Social Work, CUNY, 2007-2011
Social Work Research I and II (graduate)

Human Behavior and the Social Environment I and II (graduate)

CURRICULUM DEVELOPMENT

Social Work Research I, Lehman College Department of Social Work

Developed undergraduate required research course; revising assignments, assessments, and syllabus.

Social Work Research II, Lehman College Department of Social Work

Revised curriculum, syllabus, assignments, and assessments

Social Work with LGBT Individuals & Families, Lehman College Department of Social Work

Co-developed curriculum, syllabus, assignments, and assessments for graduate practice elective

Human Behavior in the Social Environment I&II, Lehman College Department of Social Work

Revised curriculum, syllabus, assignments, and assessments

Generalist Social Work Practice I & II, Lehman College Department of Social Work

Revised curriculum, syllabus, assignments, and assessments

Fieldwork Seminar I & II, Lehman College Department of Social Work

Revised curriculum, assignments and syllabus; integrated substance abuse screening and brief intervention protocol (SBIRT).

Social Work Research I & II, Hunter College School of Social Work

Co-developed graduate course on social work research and evidence-based practice integrating group-based learning

ADVISEMENT

Field Advisor, Lehman College Department of Social Work

2014-2016 (undergraduate)

Academic Advisor, Lehman College Department of Social Work

2014-2016 (undergraduate)

TEACHING INTERESTS

Social work practice

Social work research methods

Evidence-based practice

Culturally responsive social work with LGBTQ communities

Qualitative research

Reflective journaling in teaching

Integrating micro and macro social work

RESEARCH

Co-primary Investigator, Intergenerational exploration of individual and community risk, resilience and future planning among LGBTQ participants. Lehman College, 2016-present. (Funded).

Primary Investigator, Qualitative study investigating graduate social work students' use of reflective journal writing in learning about LGBT populations. Lehman College, 2016-present. (Funded).

Co-primary Investigator, Phenomenological study exploring graduate social work students' experiences of racial/ethnic concordance and discordance in practitioner-client relationships. Lehman College, 2015-2017.

Primary Investigator, Qualitative study investigating graduate social work students' learning experiences in a course on social work with LGBT populations. Lehman College, 2014-2016.

Co-primary Investigator, Qualitative study evaluating dissemination and implementation of evidence-based substance abuse screening and brief intervention (SBIRT) into student fieldwork placements. Lehman College, 2016. (Funded).

Co-primary Investigator, Qualitative study exploring use of reflective diaries in teaching MSW students skills for practice-based social work research. Lehman College, 2016.

Primary Investigator (dissertation), Phenomenological study exploring parenting experiences of gay adoptive fathers. The Graduate Center - CUNY, 2012. (Funded).

RESEARCH INTERESTS

Social work pedagogy
Transformative classroom environments
Social work practice with LGBTQ communities
Families with LGBTQ parents
Intergenerational social work practice
LGBTQ young adults
Teaching and implementing evidence based practices

GRANTS AND AWARDS

Global Ideas for U.S. Solutions Grant, 2017-2018. Awarded by Robert Wood Johnson Foundation. Intergenerational LGBTQ practice: Building bridges to a better future. (\$180,000)

PSC-CUNY Research Award (Cycle 47), 2016-17. Awarded by Research Foundation of The City University of New York. Bridging generations among different cohorts of LGBTQ New Yorkers: Understanding risk, resiliency, and expectations about the future. (\$5595)

Shuster Award Program, 2016-17. Awarded by the George N. Shuster Fellowship Fund. The

Personal and Professional Journeys of Graduate Social Work Students in a Course on Social Work with LGBT Populations. (\$4000)

Faculty Fellowship Publication Program Award, 2015. Awarded by Office of Recruitment and Diversity, City University of New York.

Doctoral Student Research Grant, 2011-12. Awarded by The Graduate Center, City University of New York. Turning Friction into Traction: Gay Adoptive Fathers in a Heteronormative Society.

PSC-CUNY Research Award, 2010-11. Awarded by Research Foundation of The City University of New York. A Study of Knowledge, Utilization, and Attitudes toward Evidence-Based Practice in Social Work Agencies.

Doctoral Student Research Grant, 2009-10. Awarded by The Graduate Center, City University of New York. Practice Relationships between Child Welfare Workers and Older Adolescents in Foster Care.

PUBLICATIONS

Vinjamuri, M. (2019). Families and parenting. In C. L. Dente (Ed.), *Social work practice with LGBTQIA populations*. New York: Routledge.

Vinjamuri, M., Ogden, L.P., & Kahn, J.M. (2018). Student, faculty, and field instructor approaches to SBIRT implementation: Implications for model fidelity. *Advances in Social Work, 18*(4), 1218-1236.

Greenberg, J.P., **Vinjamuri, M.**, Williams-Gray, B., & Senreich, E. (2018). Shining the light on intersectionality: The complexities of similarity and difference in the therapeutic process from the perspectives of Black and Hispanic social workers. *Smith College Studies in Social Work, 88*(1), 59-81.

Burghardt, S., DeSuze, K., Lausell-Bryant, L., & **Vinjamuri, M.** (2017). *A Guide for Sustaining Conversations on Racism, Identity and Our Mutual Humanity*. San Diego, CA: Cognella Academic Publishing.

Vinjamuri, M. K., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education – The International Journal*, <http://dx.doi.org/10.1080/02615479.2017.1362379>.

Vinjamuri, M. K. (2017). Using reflection and dialogue to prepare social work students for practice with LGBT populations: An emerging pedagogical model. *Journal of Gay & Lesbian Social Services, 29*(2), 144-166.

Vinjamuri, M. K. (2017). Gay fathers: Forging new relationships in changing

times. In C. Mazza and A. R. Perry (Eds.), *Fatherhood in America: Social Work Perspectives on a Changing Society*. Springfield, IL: Charles C. Thomas Publishers.

McGovern, J., & **Vinjamuri, M. K.** (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing wellbeing. *The International Journal of Diverse Identities*, 16(3), 11-20.

Ogden, L., **Vinjamuri, M. K.**, & Kahn, J. (2016). A model for implementing an evidence-based practice in student fieldwork placements: Barriers and facilitators to the use of "SBIRT." *Journal of Social Service Research*, DOI:10.1080/01488376.2016.1182097.

Vinjamuri, M. K. (2016). "It's so important to talk and talk: How gay adoptive fathers respond to their children's encounters with heteronormativity. *Fathering: A Journal of Research, Theory, and Practice about Men as Fathers*, 13(3), 245-270.

Vinjamuri, M. K. (2015). Reminders of heteronormativity: Gay adoptive fathers navigating uninvited social interactions. *Family Relations*, 64, 263-277.

Steinberg, D. M., & **Vinjamuri, M. K.** (2014). Activating adult-learning principles through small groups in preparing social work students to achieve CSWE research competencies. *Journal of Teaching in Social Work*, 34(4), 363-383.

Vinjamuri, M. K. (2014). Think local, act global: A case example of 21st century macro practice through the power of social networking. In S. Burghardt, *Macro practice for social work in the 21st century: Bridging the macro-micro divide, 2nd edition*. Thousand Oaks, CA: Sage Publications.

Vinjamuri, M. K. (2014). Co-creating culture through relationship with individuals of Asian Indian origin. In J. B. Rosenberger (Ed.), *Relational social work practice with diverse populations*. New York: Springer.

Krishna, M. V. (2011)¹. Think local, act global: A case example of 21st century macro practice through the power of social networking. In S. Burghardt, *Macro practice in the 21st century: Grass roots organizers, front-line supervisors, community-based executives and the challenge of social justice*. Thousand Oaks, CA: Sage Publications.

Krishna, M. V. (2009). Expanding our vision in child welfare: Child neglect from a structural violence perspective. *Perspectives on Social Work*, 7(2), 13-17.

MANUSCRIPTS UNDER REVIEW

McGovern, J., **Vinjamuri, M.**, & Rojas Mena, L. Intergenerational social work practice with LGBTQ participants: Promoting individual and community capacity. (*International Journal of Community Diversity*)

MANUSCRIPTS IN PREPARATION

¹ Published under former name, Mohan V. Krishna

Vinjamuri, M., & Johnston, C. Personal and professional growth of graduate social work students in practice with LGBT populations.

Vinjamuri, M. Moving beyond “bridging” micro and macro: Integrating different ways of thinking, feeling and being in social work practice and education.

Vinjamuri, M. Silence in the lives of gay adoptive fathers: Instrument of oppression and vehicle for empowerment.

PEER REVIEWED CONFERENCE PRESENTATIONS

Dente, C., Meyer, K., & **Vinjamuri, M.** (2019, 16 March). #personalispolitical #LGBTQIAP+: Calling for Social Justice When the Issue Hits Home. Workshop at 36th Annual Conference of The Association of Baccalaureate Social Work Program Directors. Jacksonville, FL.

Senreich, E., & **Vinjamuri, M.** (2018, 11 November). Black and Latino Social Workers’ Experiences of Similarities/Differences in Worker-Client Relationships. Paper Presentation at 2018 Annual Program Meeting of the Council on Social Work Education. Orlando, FL.

Ogden, L.P., **Vinjamuri, M.**, & Kahn, J.M. (2018, 10 November). Implementing SBIRT into Social Work Fieldwork Placements: A Multi-Year Qualitative Evaluation. Paper Presentation at 2018 Annual Program Meeting of the Council on Social Work Education. Orlando, FL.

Vinjamuri, M., Burghardt, S., Lausell-Bryant, L., & DeSuze, K. (2018, 8 November). Sustaining Classroom Conversations on Racism, Identity, and Our Mutual Humanity. Workshop at Teaching Institute for Early Career Faculty, 2018 Annual Program Meeting of the Council on Social Work Education. Orlando, FL.

Vinjamuri, M., McGovern, J., & Bailey, A. (2018, 4 October). Looking Back, Reaching Forward: Intergenerational Social Work Practice with LGBTQ Communities. Paper Presentation at The New York State Social Work Education Association 51th Annual Conference. Saratoga Springs, NY.

McGovern, J., **Vinjamuri, M.**, Sloan, L., & Hall, P. (2018, 20 September). Intergenerational LGBT Practice: Building Bridges to Wellness. Paper Presentation at Eighth International Conference on Health, Wellness and Society and the Health, Wellness and Society Research Network. London, UK.

Vinjamuri, M., & Johnston, C. (2017, 21 October). Using Reflective Journaling to Support Professional Growth in Practice with LGBTQ Communities. Interactive Workshop at 2017 Annual Program Meeting of the Council on Social Work Education. Dallas, TX.

Vinjamuri, M. (2017, 5 October). Moving Beyond “Bridging” Micro and Macro: Integrating Different Ways of Thinking, Feeling and Being in Social Work Practice and Education.

Presentation at The New York State Social Work Education Association 50th Annual Conference.

Vinjamuri, M., McGovern, J., & Rojas Mena, L. (2017, 22 July). Intergenerational Practice with LGBTQ Older Adults: Promoting Mental Health Wellness Across Age Groups. Poster Presentation at National Hartford Center of Gerontological Nursing Excellence (NHCGNE) Interdisciplinary Leadership Conference. San Francisco, CA.

Lausell Bryant, L., Burghardt, S., DeSuze, K., & **Vinjamuri, M.** (2017, 9 June). The Courage to Unveil: Sustaining Conversations in Turbulent Times. Interactive Workshop at 39th Annual Symposium, International Association for Social Work with Groups. New York, NY.

Vinjamuri, M., & Kahn, J. (2017, 18 April). A Model for Implementing an Evidence-Based Practice in Real-World Settings. Social Work in the City: Challenges, Uncertainty, and New Opportunities. National Association of Social Workers, NYC Chapter. New York, NY

McGovern, J., **Vinjamuri, M.,** & Rojas-Mena, L. (2017, 31 March). Challenging the Intersection of Ageism and Heterosexism in the Classroom: Pedagogical Strategies. CUNY at the Crossroads: Diversity and Intersectionality in Action. CUNY Faculty Diversity and Inclusion Conference 2017. New York, NY.

Vinjamuri, M. (2016, 4 November). Silence, Voice and Reflection in the Roads to Parenthood for Gay Adoptive Fathers. 2016 Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Vinjamuri, M., & Kahn, J. (2016, 6 October). Implementing an Evidence-Based Practice: Barriers and Facilitators in the Classroom and in the Field. New York State Social Work Education Association 49th Annual Conference. Saratoga Springs, NY.

Greenberg, J., **Vinjamuri, M.,** & Williams-Gray, B. (2016, 6 October). Shining the Light on Intersectionality: The Complexities of Similarities and Differences in the Therapeutic Process from the Perspective of Black and Hispanic Social Workers. New York State Social Work Education Association 49th Annual Conference. Saratoga Springs, NY.

Brown, D., Warde, B., **Vinjamuri, M.,** Holloway, D., Cris, M., Brown, J., & Lyons, A. (2016, 5 October). The Triple Threat Faced by African-American Men and Boys. Panel Presentation at "In My Mind: Recognizing, Articulating and Meeting Our Needs": A LGBT People of Color Mental Health Conference. New York, NY.

Vinjamuri, M. (2016, 4 November). Silence, Voice and Reflection in the Roads to Parenthood for Gay Adoptive Fathers. 2016 Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Vinjamuri, M. (2016, 3 April). 'It's So Important to Talk and Talk': How Gay Adoptive Fathers Respond to Their Children's Encounters with Heteronormativity. American Men's Studies Association 24th Annual Interdisciplinary Conference. Ann Arbor, MI.

Vinjamuri, M., Monk, J., Williams-Gray, B., & Mazza, C. (2016, 13 January), Understanding and Providing Support for Specialized College Populations Often Marginalized. Roundtable at 2016 Annual MetroCounseling Conference. Bronx, NY.

Vinjamuri, M. K. (2015, 19 November). Silence in Social Work: Instrument of Oppression and Tool for Empowerment. New York State Social Work Education Association 48th Annual Conference. Saratoga Springs, NY.

McGovern, J., & **Vinjamuri, M. K.** (2015, 6 November). Intergenerational Practice: A Strengths-Based Affirmative Approach to Increasing Wellbeing across Different LGBTQ Cohorts. Aging & Society Fifth Interdisciplinary Conference. Washington, D.C.

Vinjamuri, M. K. (2015, 16 October). Promoting Reflective Dialogue: Preparing Social Work Students for Practice with LGBT Populations. 2015 Annual Program Meeting of the Council on Social Work Education

Kahn, J., Ogden, L, & **Vinjamuri, M. K.** (2015, 16 October). Using “SBIRT”: How students approach evidence-based material and assimilate it into practice. 2015 Annual Program Meeting of the Council on Social Work Education.

Vinjamuri, M. K. (2015, 20 March). Promoting Reflective Dialogue about Sexual Orientation and Gender Identity. Presentation at CUNY 2015 Faculty and Diversity Inclusion Conference. New York, NY.

Mazza, C., **Vinjamuri, M. K.**, Greene, D., & Brown, M. (2015, 7 March). We’re Fathers Too: Working with “Other” Fathers. Presentation at International Conference on Masculinities: Engaging Men and Boys for Gender Equality. Center for the Study of Men and Masculinities. New York, NY.

Vinjamuri, M. K. (2015, 5 March). Educating Social Work Students for Practice with LGBT Populations. Presentation at “Social Work: Educating the Masses”: 32nd Annual BPD Conference, The Association of Baccalaureate Social Work Program Directors. Kansas City, MO.

Vinjamuri, M. K. (2014, 9 October). Creating a Space for Dialogue and Reflection: Preparing MSW Students for Practice with LGBT Populations. Presentation at Paths to Wellness: Innovative Strategies with Individuals, Families and Communities: New York State Social Work Education Association 47th Annual Conference. Saratoga Springs, NY.

Vinjamuri, M. K., Kolb, P., & Warde, B. (2013, 10 October). Gazing Inwards to Reach Outwards: The Use of Reflective Diaries in an MSW Research Methods Course. Presentation at New York State Social Work Education Association 46th Annual Conference. Saratoga Springs, NY.

Vinjamuri, M. K., & Benson, A. (2013, 8 June). Daddy, Papa and Me: What Gay Fathers Can Teach Us about Affirming Practice with LGBT Families. Presentation at American Family Therapy Academy Annual Meeting and Open Conference. Chicago, IL.

Vinjamuri, M. K. (2013, 20 January). It's So Important to Talk and Talk: Gay Fathers and the Complexities of Difference. Oral Paper at 2013 Annual Conference of the Society for Social Work and Research. San Diego, CA.

Vinjamuri, M. K. (2012, 11 November). Wait a Second, Where's Mommy? Parenting Experiences of Gay Adoptive Fathers. Poster Presentation at Social Work: A Capital Venture - 58th Annual Program Meeting of the Council on Social Work Education. Washington, D. C.

Vinjamuri, M. K. (2012, 11 October). What Gay Adoptive Fathers Can Teach Us About Being with Difference. Oral Presentation at New York State Social Work Education Association 45th Annual Conference. Saratoga Springs, NY.

Steinberg, D. M., & **Krishna, M. V.** (2011, 3 June). Using Small Groups in the Classroom to Help Students to Integrate Research into Social Work Practice. Presentation at 33rd Annual International Symposium of the Association for the Advancement of Social Work with Groups. Long Beach, CA.

Krishna, M. V. (2011, 23 May). Turning Friction into Traction: Gay Adoptive Fathers in a Heteronormative Society. Presentation at Unsettling Feminism(s): Disrupting the Center, Dismantling Oppressions, Transforming Society. University of Illinois at Chicago. Chicago, IL.

Krishna, M. V., & Frank, B. (2011, 9 April). Emerging Issues for Gay Dads. Presentation at 2011 Pride and Joy Families Weekend Conference. Rochester, NY.

Steinberg, D. M., & **Krishna, M. V.** (2010, 8 October). Helping Students to Bridge Research and Practice: An Alternate-Format Research Course. Curriculum Workshop at Promoting Sustainability in Social Work – 56th Annual Program Meeting of the Council on Social Work Education. Portland, OR.

Krishna, M. V. (2009, 6 November). Broadening Research on Families Headed by Gay and Lesbian Parents: A Relational Cultural Lens. Paper presented at The Praxis of Feminist Pedagogy - 3rd Feminist Pedagogy Conference. The Graduate Center - City University of New York. New York, NY.

Krishna, M. V. (2008, 27 March). The Personal is Social: What Children Adopted by Gay Men Can Teach Us About Families and the Politics of Difference. Presentation at 4th Annual University of Houston Graduate College of Social Work Doctoral Student Symposium. Houston, TX.

PROFESSIONAL PRESENTATIONS (INVITED)

Vinjamuri, M., & Benson, A. (2017, 17 November). Working with Families with Same Sex Parents: Applying a "Family-in-Environment" Perspective. Continuing Education Seminar. Lehman College. Bronx, NY

Vinjamuri, M. (2017, 16 November). Responding to Anti-LGBT Microaggressions on Campus. Presentation at Safe Space Workshop. Bronx Community College. Bronx, NY.

Vinjamuri, M. (2017, 2 March). Intergenerational Social Work Practice with LGBT Clients: Strengthening Communities, Improving Outcomes. Presentation at Symposium on LGBTQ Aging. LGBT Social Science and Public Policy Center, Hunter College. New York, NY.

Vinjamuri, M. (2016, 14 December). Working with Families with Same Sex Parents: Applying a “Family-in-Environment” Perspective. Professional Development Presentation. Bronx-Lebanon Hospital. Bronx, NY.

Vinjamuri, M. (2016, 1 December). Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Questioning Adolescents and Emerging Adults: Being in the Crossroads. Continuing Education Seminar. Lehman College. Bronx, NY.

Vinjamuri, M. (2016, 16 March). Creating Safe Spaces for Change: LGBTQ Affirming Environments in Agency Settings. Presentation for Social Work Month. Bronx Lebanon Hospital. Bronx, NY.

Vinjamuri, M. (2016, 13 January). What Can It Mean to Move Beyond Resilience? Keynote Address for 2016 Annual Metro Counseling Conference. Lehman College. Bronx, NY.

Vinjamuri, M. (2015, 8 December). Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Questioning Adolescents and Emerging Adults: Being in the Crossroads. Continuing Education Seminar. Lehman College. Bronx, NY.

Vinjamuri, M. (2015, 14 October). Coming Out and Change: We are All Teachers and Learners. Keynote Address for Lehman College National Coming Out Day Celebration. Lehman College. Bronx, NY.

Vinjamuri, M. (2015, 28 April). Being in the Crossroads: Strengths-Based Social Work Practice with LGBTQ Adolescents and Their Families. Presentation for Lehman College Fieldwork Instructors. Lehman College. Bronx, NY.

Krishna, M. V. (2011, 27 April). Think Local, Act Global: A Case Example of 21st Century Macro Practice Through the Power of Social Networking. Presentation for Hunter College School of Social Work Community Organizing students, faculty and field instructors. Hunter College School of Social Work. New York, NY.

Krishna, M. V. (2010, 17 February). Growing Together: Supporting Adolescents as They Explore Their Sexuality. Presentation for the National Alliance on Mental Illness of New York City. New York, NY.

Krishna, M. V. (2009, 29 January). The (Mis)Education of LGBTQ Youth: A Forum on Safe Schools for LGBTQ Youth. Panel presentation sponsored by Educational Justice Coalition and University of Pennsylvania LGBT Center. Philadelphia PA.

Krishna, M. V. (2007, 14 May). The “Use of Self” in the Therapeutic Process with Adolescents in Care. Workshop presented at National Pathways to Adulthood Independent Living and Transitional Living Conference, University of Oklahoma National Child Welfare Resource Center for Youth Development. Minneapolis, MN.

SERVICE TO THE DEPARTMENT

- Chair, Research Subcommittee, Council on Social Work Education Reaccreditation, 2017-present
- Graduate Social Work Practice Curriculum Committee, Chair, February 2016-present
- Undergraduate Social Work Research Curriculum Committee, 2015-present
- Undergraduate and Graduate Human Behavior in the Social Environment Curriculum Committee, Chair, 2014-2015.
- Committee for the Development of the DSW Degree, 2015-present.
- Graduate Social Work Program Grade Appeals Committee, 2015.
- Graduate Social Work Program Policy Committee, 2015-present
- Substance Abuse and Mental Health Services Training Grant (SBIRT) Evaluation Committee, 2013-present.
- Middle States Evaluation Committee, 2014-present.
- Graduate Social Work Program application reviewer, 2015-present.
- Undergraduate Social Work Program application reviewer, 2015-present.

SERVICE TO THE COLLEGE

- LGBT Task Force -
- Lehman College Middle States Evaluation Steering Committee Working Group, May 2016-present.
- Academic Freedom Committee, 2016-present.
- School of Health Sciences, Human Services and Nursing Curriculum Committee, 2014-15, 2018-present
- Lehman College Faculty Senate Alternate Member, 2014-15.

SERVICE TO THE PROFESSION

- Vice President, New York State Social Work Education Association
- Member of Commission on Research, Council on Social Work Education
- **Course developer and instructor**, Lehman College Continuing Education Program, Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Questioning Adolescents and Emerging Adults: Being in the Crossroads, 2015.
- **Associate Editor**, *International Journal of Aging and Society*, 2016; *Gender & Society*, 2016; *Journal of Social Work Education*, 2019
- **Conference proposal reviewer**, The Association of Baccalaureate Social Work Program Directors, 2015.
- **Conference proposal reviewer**, Council on Social Work Education, 2016-present

- **Member**, Council on Social Work Education Commission on Research

PRACTICE EXPERIENCE

Project Evaluator, 2010-11

LGBT Foster Care Project

Lesbian, Gay, Bisexual, & Transgender Community Center, NYC

Program Consultant and Trainer, 2007-13

Clients include: Adolescent Services Resource Network, Children's Aid Society, Children's

Village, Edwin Gould Services for Children and Families, Harlem Children's Zone, Interfaith

Medical Center, Leadership Transformation Group. *Training topics include:* motivational

interviewing; LGBTQ affirming practice; educational needs of adolescents in foster care; youth-

adult partnerships; staff wellness

Educational Coordinator, 2005-07

Green Chimneys Children's Services, New York, NY

Residential Therapist, June - Dec 2004

The Bridge, Philadelphia Health Management Corporation, Philadelphia, PA

Prevention Case Manager, 2003-04

The Children's Hospital of Philadelphia, Adolescent HIV Initiative, Philadelphia, PA

Foster Care/Adoption Social Worker, 2002-03

New Alternatives for Children, Inc., New York, NY

Family Therapist (internship), 2001-02

Ackerman Institute for the Family, New York, NY

Foster Care/Adoption Social Worker (internship), 2000-01

Jewish Child Care Association, New York, NY

Mathematics Teacher, 1999-2000

Hunter College High School, New York, NY

Chair, Mathematics Department, 1998-99

Flint Hill School, Oakton VA

Mathematics Teacher, 1991-98

Flint Hill School, Oakton VA

PROFESSIONAL ORGANIZATIONS

- Society for Social Work and Research
- Council on Social Work Education
- National Association of Social Workers
- American Men's Studies Association
- Aging & Society

**APPENDIX F
DATA ON FACULTY MEMBERS DIRECTLY ASSOCIATED WITH THE PROPOSED DOCTORAL PROGRAM**

Name (Use “D” to Specify Program Director and “C” to Specify Core Faculty)	FT/PT	Dept/School	Sex M/F	R/E ¹	Articles in Ref Journals in the past 5 years	Ext Research Support in Current 2019-2020	Dissertation Load Current 2019-2020		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current 2019-2020		# of Classes Taught Current 2019-2020		% FTE Time to Proposed Program
							COM	CHR	COM	CHR	DOC	MAS	GR	UG	
<i>Full Professor</i>							COM	CHR	COM	CHR	DOC	MAS	GR	UG	
Cecelia Cutler = C	F/T	EDU	F	W	4	NSF #1630377	1	3	1	6	3		1		17-33%
Stuart Chen-Hayes = C	F/T	EDU	M	W	2			1	1	1			5		17-33%
Harriet Fayne = C	F/T	EDU	F	W	5	USDOE TQP \$697,486							5	1	33%
Gaoyin Qian = C	F/T	EDU	M	A	3	US PREP \$300,000									17%
Wesley Pitts = C	F/T	EDU	M	B	7			3	5	4	3		4		17-33%
<i>Associate Professors</i>															
Janet R. DeSimone = C	F/T	EDU	F	W	2								3		17-33%
Danielle Magaldi = C	F/T	EDU	F	W	7	PSCCUNY \$3499	1	1	1				3	0	17%
Rosa Rivera-McCutchen = C	F/T	EDU	F	B/H	6		2	1	2		1	1	3		17-33%
<i>Assistant Professors</i>															
Sherry Deckman = C	F/T	EDU	F	B/W	5	PSCCUNY \$3500			2				1		17%
Justine McGovern = C	F/T	SWK	F	W	13	Robert Wood Johnson and CUNY – both totaling approx \$185,000								4	17%

1 Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)
2 Specify the academic year.

APPENDIX G

Projected 5-Year Expenditures and Capital Expenses Table

	Year One	Year Two	Year Three	Year Four	Year Five
Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):					
Current Full Time Faculty Replacement Costs (list separately)					
Current Full Time Faculty Overload (include summer)					
New Full Time Faculty Base Salary (list separately)	\$106,345	\$108,472	\$203,775	\$203,775	\$203,775
New Full Time Faculty Overload (include summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (51%)	\$54,236	\$55,321	\$103,925	\$103,925	\$103,925
Total (Links to Full-Time Faculty on New Resources Sheet)	\$160,581	\$163,793	\$307,700	\$307,700	\$307,700
Part Time Faculty Actual Salaries	\$19,674	\$30,375	\$30,375	\$30,375	\$30,375
Part Time Faculty Actual Fringe Benefits (13%)	\$2,558	\$3,949	\$3,949	\$3,949	\$3,949
Total (Links to Part-Time Faculty Program Exp. Worksheet)	\$22,232	\$34,324	\$34,324	\$34,324	\$34,324
Full Time Staff Base Salaries (list separately)	\$70,000	\$71,400	\$72,828	\$0	\$0
Full Time Staff Fringe Benefits (51%)	\$35,700	\$36,414	\$37,142	\$0	\$0
Total (Links to Full-Time Staff on Program Exp. Worksheet)	\$105,700	\$107,814	\$109,970	\$0	\$0
(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)					
Part Time Staff Base Salaries (list separately)					
Writing-Tutor Support (includes 2% increase)	\$3,080	\$3,142	\$3,204	\$3,269	\$3,334
Part Time Employee Fringe Benefits (10.0%)	\$308	\$314	\$320	\$327	\$333
Total (Links to Part-Time Staff on New Resources Worksheet)	\$3,388	\$3,456	\$3,525	\$3,595	\$3,667
LIBRARY	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0
Library Staff Full Time (list separately)	\$0	\$0	\$0	\$0	\$0
Full Time Staff Fringe Benefits (33%)	\$0	\$0	\$0	\$0	\$0
Library Staff Part Time (list separately)	\$0	\$0	\$0	\$0	\$0
TOTAL (Links to Library on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0
Computer Hardware	\$0	\$0	\$0	\$0	\$0
Office Furniture	\$0	\$0	\$0	\$0	\$0
Other (Specify)	\$0	\$0	\$0	\$0	\$0
Total (Links to Equipment on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
LABORATORIES	\$0	\$0	\$0	\$0	\$0
Laboratory Equipment	\$0	\$0	\$0	\$0	\$0
Other (list separately)	\$0	\$0	\$0	\$0	\$0
TOTAL (Links to Laboratories on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria	\$3,250	\$3,750	\$4,250	\$4,750	\$5,250
Office Supplies ¹	\$500	\$500	\$500	\$500	\$500
Simulation Lab Supplies					
Faculty Development	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100
Conferences/ Guest Speakers ²	\$3,825	\$6,975	\$6,975	\$6,975	\$6,975
Membership Fees ³	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Licenses					
Computer Lab Software / Materials					
Computer License Fees ⁴	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
New Total Supplies and OTPS Expenses (Links to Supplies on New Resources Worksheet)	\$12,175	\$15,825	\$16,325	\$16,825	\$17,325
CAPITAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0
Facility Renovations	\$0	\$0	\$0	\$0	\$0
Classroom Equipment	\$0	\$0	\$0	\$0	\$0
Other (list separately) ⁵	\$27,000	\$19,000	\$0	\$12,000	\$9,000
TOTAL (Links to Capital Expenditures on Prog. Exp. Worksheet)	\$0	\$0	\$0	\$0	\$0
Other (list separately)	\$0	\$0	\$0	\$0	\$0
TOTAL (Links to Other on Program Exp. Worksheet)	\$331,076	\$344,211	\$471,844	\$374,444	\$372,016

APPENDIX G

Projected 5-Year Expenditures and Capital Expenses Table (continued)

Notes:

1. Marketing collateral, postage

2. Faculty Development - Assumes 2 new faculty will need to be trained per year

Faculty Training	\$550	per faculty
	2	per year

3. Pass through expense from residency on-sites (\$225/year or students in year 1 and 2, adjusted for inflation rate after year 1 assessment)

4. Membership in Carnegie Project on the Education Doctorate (CPED)

5. Software for enhanced online delivery

6. Course builds

APPENDIX H
Project 5-Year Revenue Table

SENIOR COLLEGE WORKSHEET					
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
<i>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of EXISTING FULL-TIME In-State Students)	0	0	0	0	0
Tuition Income (Specify Rate per credit) ¹ , calculates 0% increase per year	\$620	\$620	\$620	\$620	\$620
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees ²	\$225	\$225	\$225	\$225	\$225
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)	0	0	0	0	0
Tuition Income (Specify Rate per credit) ¹ , calculates 0% increase per year	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees ²	\$225	\$225	\$225	\$225	\$225
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING FULL TIME TUITION REVENUE					
	\$0	\$0	\$0	\$0	\$0
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART TIME In State Students)					
Number of Majors (Enter # of EXISTING PART TIME In State Students)	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=21 YR2; 2 Fall, 2 Spring, 2 Summer=9 YR3 ³	0	0	0	0	0
Tuition Income (Specify Rate per credit) ¹ , calculates 0% increase per year	\$620	\$620	\$620	\$620	\$620
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	\$225	\$225	\$225	\$225	\$225
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART TIME Out of State Students)					
Number of Majors (Enter # of EXISTING PART TIME Out of State Students)	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=21 YR2; 2 Fall, 2 Spring, 2 Summer=9 YR3 ³	0	0	0	0	0
Tuition Income (Specify Rate per credit) ¹ , calculates 0% increase per year	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	\$225	\$225	\$225	\$225	\$225
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING PART TIME TUITION REVENUE					
	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING REVENUE					
	\$0	\$0	\$0	\$0	\$0
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition and Fees:					
<i>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of NEW FULLTIME (9 credits) In-State Students)	17	31	31	31	31
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=21 YR2; 2 Fall, 2 Spring, 2 Summer=9 YR3 ³	22.0	21.5	21.5	21.5	21.5
Tuition Income (per credit) calculates 0% increase per year	\$620	\$620	\$620	\$620	\$620
Total Tuition	\$222,580	\$417,880	\$417,880	\$417,880	\$417,880
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$3,825	\$6,975	\$6,975	\$6,975	\$6,975
Total Fees ²	\$3,825	\$6,975	\$6,975	\$6,975	\$6,975
Total Instate Tuition & Fees	\$226,405	\$424,855	\$424,855	\$424,855	\$424,855
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=21 YR2; 2 Fall, 2 Spring, 2 Summer=9 YR3 ³	22.0	21.5	21.5	21.5	21.5
Tuition Income (Specify Rate per credit) ¹ , calculates 0% increase per year	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$0	\$0	\$0	\$0	\$0
Total Fees ²	\$0	\$0	\$0	\$0	\$0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL TIME TUITION REVENUE					
	\$226,405	\$424,855	\$424,855	\$424,855	\$424,855

(continued on next page)

APPENDIX H
Project 5-Year Revenue Table (continued)

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition and Fees:					
Number of Majors (Enter # of NEW PART-TIME In-State Students)	0	0	15	15	15
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=21 YR2; 2 Fall, 2 Spring, 2 Summer=9 YR3 ⁴	0	0	9	9	9
Tuition Income (per credit) calculates 0% increase per year	\$620	\$620	\$620	\$620	\$620
Total Tuition	\$0	\$0	\$83,700	\$83,700	\$83,700
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$0	\$0	\$0	\$0	\$0
Total Fees ²	\$0	\$0	\$0	\$0	\$0
Total Instate Tuition & Fees	\$0	\$0	\$83,700	\$83,700	\$83,700
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=20 YR2; 2 Fall, 2 Spring, 2 Summer=6 YR3 ⁴	0	0	9	9	9
Tuition Income (Specify Rate per credit) ¹ , calculates 0% increase per year	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$0	\$0	\$0	\$0	\$0
Total Fees ²	\$0	\$0	\$0	\$0	\$0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART-TIME TUITION REVENUE	\$0	\$0	\$83,700	\$83,700	\$83,700
TOTAL NEW REVENUE	\$226,405	\$424,855	\$508,555	\$508,555	\$508,555
	Year One	Year Two	Year Three	Year Four	Year Five
State Revenue from EXISTING sources - identify sources	\$0	\$0	\$0	\$0	\$0
STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	\$0	\$0	\$0	\$0	\$0
State Revenue from NEW sources-identify sources	\$0	\$0	\$0	\$0	\$0
STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	\$0	\$0	\$0	\$0	\$0
FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS					
	Year One	Year Two	Year Three	Year Four	Year Five
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)			\$0	\$0	\$0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)		\$0	\$0	\$0	\$0

APPENDIX H
Project 5-Year Revenue Table (continued)

Notes:

1. Tuition Assumptions

Annual increase	0%	
Current In-State	620	\$620
Current Out of State	1000	\$1,000
% In State Students	100%	
Weighted Tuition/Credit		\$620

<http://www.lehman.edu/administration/business-office/bursar-office/tuition-and-fees.php>

2. Fees to cover catering and misc. costs of on sites \$225 increases with inflation

3. Enrollment - Projected

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Fall New	17	17	17	17	17
Fall Continuing	0	15	30	30	30
Spring New	0	0	0	0	0
Spring Continuing	16	31	46	46	46
Summer New	0	0	0	0	0
Summer Continuing	16	31	46	46	46

FULL Time - Average Credits / Year (to report in table)

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Cohort 1	22	21			
Cohort 2		22	21		
Cohort 3			22	21	
Cohort 4				22	21
Cohort 5					22
Average	22.00	21.50	21.50	21.50	21.50

Note

For table purposes, total enrolled credits is represented by yearly average credits.
 Actual tuition is calculated as sum of students per term (recognizing attrition) x credits/student/term

PART Time - Credits / Year

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Cohort 1	0	0	9		
Cohort 2		0	0	9	
Cohort 3			0	0	9
Cohort 4				0	0
Cohort 5					0
Average	0.00	0.00	9.00	9.00	9.00

4. Year 3 students are considered PT and take total of 3 credits/term = 9 credits

Note: The percentage of attrition is estimated based on data reported by the *Carnegie Project on the Education Doctorate* (CPED). The attrition rates for overall completion in CPED member programs vary from less than 5% to 55%, with an average of 13.7 percent, with the larger attrition rates usually occurring early in the program. Based on this information, overall attrition is assumed to occur by the end of the first year of the scheduled three-year program. Results in loss of one student after Term One and a loss of an additional student at the end of Term Three.

APPENDIX I

The Three-Article Dissertation

The nature of the candidate's dissertation research will dictate the format of his/her Three-Article Dissertation (TAD). There are three common TAD formats outlined below.

Progressive (or Developmental) Format

Introduction: Describes the purpose and nature of each article

Article 1: An extensive review of the literature to justify the significance of the problem, including the key conceptual/theoretical underpinnings for the dissertation research as a whole

Article 2: A complete research study with methods, findings, and conclusion

Article 3: A direct application of the findings in a practitioner setting; it can include application of a new program or curriculum, the development of a handbook, or implementation of a new initiative or policy in an education setting

Conclusion: A general discussion based on the progression of the research process and identifies the application to practice and future research

This format begins with conceptual/theoretical piece that includes an extensive review of the literature. The subsequent articles should logically flow into an empirical research study or applied research study. The final article may expand on the study by offering application of the findings to practitioner settings.

Single Study or Interdependent or Recursive

Introduction: Describes the purpose and nature of each article. If the articles do not allow or a comprehensive review of the literature, it should be included in the introduction

Article 1: A complete research study with methods, findings, and conclusion

Article 2: A complete research study with methods, findings, and conclusion.

Article 3: A complete research study with methods, findings, and conclusion.

Conclusion: A general discussion based on the progression of the research process and identifies the application to practice and future research.

This format may utilize data from a similar sample population across all three articles, but each article explores unique variables and/or applies different methodological approaches. Each article should build on the findings of the prior article or show a clear link between the identified variables.

Independent or Major Project

Introduction: Describes the purpose and nature of each article. If the articles do not allow or a comprehensive review of the literature, it should be included in the introduction

Article 1: A complete research study with methods, findings, and conclusion

Article 2: A complete research study with methods, findings, and conclusion. It builds on, or compliments, the findings of Article 1.

Article 3: A complete research study with methods, findings, and conclusion. It builds on, or compliments, the findings of Articles 1 and/or Article 2.

Conclusion: A general discussion based on the progression of the research process and identifies the application to practice and future research.

This format includes three articles that are independent studies with different sample populations. The studies should all be within the area of expertise. Each article is reported independently.

APPENDIX J

Curriculum Vitae – External Evaluators

Patrice A. McClellan, Ed.D.

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419-787-5385

Dr.pmc25@gmail.com

EDUCATION

- 2006** *Doctor of Education in Educational Administration & Leadership Studies*, Bowling Green State University, Ohio, Bowling Green, Ohio
- 2002** *Master of Organization Development*, Bowling Green State University, Bowling Green, Ohio
- 1998** *Bachelor of Business Administration*, The University of Toledo, Toledo, Ohio

CAREER ACCOMPLISHMENTS

- Maintained an **85% retention rate** of graduate students in the Master of Organizational Leadership program since 2009
- **Advises** and creates plans of study for full time undergraduate and graduate students in the College of Business and Leadership
- Secured over **\$6000.00 for undergraduate scholarships** via community partnerships with United Way Joint Council
- Secured a **\$2000 endowed book scholarship for graduate students** in the Master of Organizational Leadership program
- **Oversaw** the College of Business and Leadership Service Learning events for undergraduate and graduate students in 2013/2014 and 2014/2015 AY
- Secured 2 graduate off campus cohorts (Owens Community College and Fiat-Chrysler) for the Master of Organizational Leadership program resulting in over **\$750,000.00 in tuition revenue**
- Successfully completed **Higher Learning Commission (HLC)** documentation to continually support off campus cohorts and regional accreditation
- **Managed IACBE accreditation process**, self-study, and program review documentation for graduate Master of Organizational Leadership program
- **Certified** in Discovery Learning 360 Leadership Profile

ADMINISTRATIVE LEADERSHIP

Lourdes University---Sylvania, Ohio

LU enrolls 1500 students annually in over 33 academic programs. Grounded in Franciscan values of reverence, learning, service, and community, LU educates undergraduates and graduate students in the liberal arts tradition. The College of Business and Leadership “*where business is taught as a noble profession*” serves students in undergraduate and graduate programs.

August 2018 -

Associate Professor, Business and Leadership

August 2009 – May 2018 *Director – Master of Organizational Leadership Program, Associate Professor & Faculty Senate President*

- Responsible for hands-on leadership, daily oversight of MOL curricular offerings, policies, procedures, retention, and programming while also managing 3 administrative staff, 3 graduate assistants, 2 full time faculty, and 3 part time faculty
 - Oversee hiring, training, and recruitment of administrative staff, full and part time faculty
- Serves as College of Business and Leadership (COBAL) expert in leadership development, leading organizational change, and equitable leadership practices
 - Oversee student academic and conduct grievances
 - Liaison and mediator for faculty grievances and disputes
 - Maintain compliance with Title IX
- Manage the program budget annually (\$55K) to support retention, recruitment and marketing initiatives
 - Assist College Dean in establishing an alumni and business leadership advisory council
 - Oversee student service learning projects within junior/senior level seminar courses
 - Co-creator of graduate level immersion course for international travel
 - Partner with United Way of Greater Toledo and local organizations to secure service learning projects
- Coordinates and manages MOL program assessment processes, ensuring data are communicated to HLC and IACBE respectively
 - Assess and manage learning outcomes for graduate programs in COBAL
 - Communicate assessment data to constituents within and outside of university
- Vice President of Faculty Senate,
 - Responsible for SWOT analysis of retaining and recruiting faculty
 - Administer and create professional development opportunities for junior and senior level faculty

Miami University of Ohio---Oxford, Ohio

MUO is a residential university, providing a liberal education as the foundation for the more specialized studies of the majors. Immersing students in both academic and co-curricular experiences has enabled Miami to achieve a top-tier national ranking among universities that provide the best student outcomes. Miami serves approximately 15,000 undergraduate and 2,200 graduate students in over 120 academic programs with 60 masters and 12 doctoral programs.

August 2007 – July 2009 *Heanon Wilkins Faculty Fellow ---College of Education and Allied Health*

- Advised and mentored 30 LeaderShape students enrolled in education and business academic programs.
- Chairperson and coordinator for 8th Annual Graduate Student and Faculty Conference “*Culture, Power, and Ethics: Transformative Leadership in the Global Era*”
- Served on Miami Engagement and Leadership Steering Committee in the College of Education and Allied Health focusing on leadership development and service learning opportunities for undergraduate students
- Served as primary contact in college on incorporating leadership development and service learning into academic disciplines
- Content expert on diversity and equitable leadership practices

Consultant to VP of Student Affairs

- Led the Division of Student Affairs through organizational restructuring which initially proposed loss of 30 jobs, only resulted in 7 displacements
- Coordinated and partnered with local agencies and vendors to aid displaced employees on employment options and continued education
- Maintained graduate faculty status in Department of Educational Leadership and Higher Education teaching students on leadership development and equitable leadership practices

Bowling Green State University ---Bowling Green, Ohio

Established in 1910, Bowling Green State University provides experiences that enhance lives. *U.S. News and World Report* names BGSU as one of the top public universities nationwide with a strong commitment to first-year programs that lead to success. BGSU enrolls over 15,000 students in over 200 academic majors/programs for graduate and undergraduate students.

August 2004 - June 2006 *Graduate Research Assistant – College of Education and Human Development, School of Educational Foundations, Leadership & Policy*

- Trainer and developmental leader for GradSTEP 2005, a first year graduate students preparation and enhancement program aimed at students who would be serving as teaching and research assistants for department faculty
- Editor for the division newsletter, providing guidance to graduate students on article presentation, graphic design, and editorial layout
- Researched, analyzed, and presented current leadership practices in business professions and educational sectors at national conferences such as University Council of Educational Administration and American Educational Research Association
- Wrote detailed reports compiled from literature reviews in the areas of Emotional Intelligence, Organizational Leadership, and Large Scale Change. These were used in the creation of the departmental wide graduate student orientation seminar.

- Used statistical software (SPSS and Microsoft Access) to generate reports on student retention and matriculation

December 2002 – May 2004

Assistant Director, Master of Organization Development Program, College of Business, Office of Graduate & Executive Programs

- Supervised and trained MOD staff (2 Secretaries and 2 Graduate Assistants) on budgetary issues, recruitment and retention activities, and admission procedures
- Managed program budget of \$150,000
- Recruited prospective students by creating marketing materials and organizing networking events at local business and with community partners
 - Achieved 30% increase in diversity population of graduate students
- Implemented retention activities using the Organization Development Student Association and monthly brown bag luncheons in an effort to address concerns of full time and executive masters students
- Built rapport with corporate executives and industry personnel by scheduling quarterly meetings to discuss internship, full-time employment, and consulting opportunities

The University of Toledo ---Toledo, Ohio

UT was established in 1872 and became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged July 2006 to form the third-largest public university operating budget in the state. UT enrolls and educates over 20,000 students in more than 300 academic programs for undergraduate, graduate and professional programs. UT has one of the largest distance learning programs in the nation.

August 2000 – December 2002

Academic Program Coordinator, College of Engineering, Department of Civil Engineering

- Advised students on scheduling and course sequencing for degree completion
- Motivated and empowered undergraduate students to take an active role in educational leadership forums and seminars administered by Co-Op Director and Student Services
- Implemented and developed relationship building strategies for cohort retention and recruitment and activities using brown bag luncheon seminars, evening chat sessions, and posted a confidential help box in the department for students to arrange meeting
- Worked closely with Civil Engineering Department Chair and Co-Op Director to identify trends in undergraduate student's academic performance and internship preparation
- Built rapport with corporate recruiters alongside Co-Op Director in order to achieve long-term business relationships
- Managed and organized scheduling of students into SIG study groups

National City Bank (now PNC Bank) – Toledo, Ohio

PNC offers a wide range of services for all customers, from individuals and small businesses, to corporations and government entities. There are 5 divisions within PNC: Retail Banking, Asset Management Group, Corporate/Institutional Banking, Residential Mortgage, and Black Rock. PNC services customers across 19 states and in the District of Columbia.

June 1994 to August 2000 *Assistant Branch Sales and Marketing Manager, Retail Banking, Dorr-Secor and Central – McCord Branches*

- Managed and supervised branch personnel (8 CSR's and 2 Sr., CSR's) on sales training and customer service
- Coached employees on building relationships with clients and one another by developing training programs on team building and communication skills
- Brainstormed strategies to combat employee resistance to new sales focus environment
 - Implemented bi-weekly contests to ease transition into new sales environment
 - Decreased employee turnover by 20% by using Change Style Indicator to determine how employees handle change and used that information to better deliver changes in various formats causing employees to feel more at ease with new sales environment
 - Increased employee satisfaction by 35% through small tokens of appreciation (gift cards, lunch coupons, extended lunch periods, early dismissal or late arrival to work) to ease tension and stress
- Developed money saving strategies with clients resulting in retention of long term business relationships

SPECIAL PROJECTS & ASSIGNMENTS

Lourdes University**January 2017 – May 2017***Co-Chair Lourdes Reorganizational Design Project*

A restructuring and strategic alignment process at the request of President in an effort to streamline processes and eradicate duplicate measures.

- Held 21 university focus group sessions
- Researched comparable university structures
- Recommended redesigned organizational chart with roles and responsibilities
- Communicated to president final report with recommendations to Board of Trustees

January 2014 – September 2014*Leadership Development Contract with Toledo Municipal Court*

A leadership development training module geared towards TMC employees poised for future leadership positions. The module was designed for employees in different departments in an effort to foster teamwork across silos and work collaboratively on projects that would enhance daily operations.

- Negotiated 2 day leadership development seminar for 25 TMC employees resulting in \$10,000 revenue to College of Business and Leadership
- Designed a training module on leadership development which included a leadership development 360 assessment to aid in development of individual leaders within the TMC system with a final culmination team project
- Provided one on one coaching to each participant that resulted in a leadership action plan and 6 week follow up meeting
- Oversaw the coordination of final project presentation to TMC administrator and 7 municipal judges

August 2015

Center for Non-Profit Resources Executive in Residence

A partnership geared towards working adults to continue their education with course credit and/or workplace credit.

- Through this articulation agreement, those adults who complete the leadership development certification will receive discounted tuition and course credit in the graduate program upon evaluation from program directors
- College of Business and Leadership faculty are also instructors and mentors in the executive leadership development certification programs

August 2010 - March 2011 *Transition Task Force from College to University, Office of VP for Academic Affairs*

A team comprised of various Lourdes College (now Lourdes University) constituents (faculty, staff, student, board of trustee, alumni, business/community leader). The purpose of this team was to aid Lourdes College to Lourdes University within an academic year focusing on communication, technology, and employee buy-in.

- Used Organization Development planning maps to articulate change schedule to academic deans and various departments on campus
- Organized scheduling and roll out for changes in communication manuals, handbook updates, and changes in computer systems
- Led strategic planning session on acculturating employees to new organizational structure
- Communicated changes to academic deans and department chairs

Miami University of Ohio

October 2008 to May 2009 *Curriculum Development – Wilkes Leadership Institute*

Opportunity to make necessary changes to EDL 306-The Nature of Group Leadership course designed for undergraduate students residing in the Living and Learning Change Community Residence Hall.

- Collaborated with Dr. Kathleen Knight-Abowitz, Interim Director of Wilkes Leadership Institute and Associate Professor in Educational Leadership as well as other constituents of the course (Asst. Director of Student Leadership, Graduate Assistant, & AVP Student Affairs/Leadership)
- Identified context for curriculum revision by reviewing instructor concerns and student evaluations of the course
 - Reviewed assessments from previous 3 years
 - Reviewed syllabi from previous 3 years
 - Interviewed and conversed with current and past instructors about insights, issues of concern, and future direction of the course
 - Decided learning objectives and thematic sequence of the course
 - Searched for readings to match objectives and targeted student population
 - Built assignments that assess learning objectives
- “Social Responsibility” theme articulated more clearly and used as an explicit framework for the course
- Revised “My Story – Leadership Autobiography Assignment” to better link with and assess course learning objectives
- Redesigned course structure from weekly objectives to unit format

July 2008 – July 2009*Special Assistant to Vice President of Student Affairs,**Internal consulting position for the Division of Student Affairs focusing on strategic planning and alignment of division goals with presidential strategic vision.*

- Assessed climate of division regarding organizational change via in depth interviews with division Directors and Associate Vice Presidents
- Met with Directors and AVPs to discuss communication strategies to staff regarding change initiatives
- Met with Vice President to discuss interview progress and concept mapping of interview data
- Reported bi-weekly findings to VP, AVP’s and Directors at policy group meetings
- Built concept maps to communicate strategic alignment

Bowling Green State University**May 2005- May 2006***Special Research Consultant, Office of the President**Graduate internship for the School of Leadership and Policy Studies in collaboration with President Sidney Ribeau:*

- Assessed needs and climate concerning inclusiveness and diversity
- Researched and compiled a list of mentoring programs relevant to diverse populations regional at educational institutions
- Researched business and educational practices that maximize leadership readiness and diversity concerns using focus group interviews

- Compiled detailed report regarding university culture and receptiveness, suggesting large scale change initiatives in an effort to foster inclusive environment from leadership to student population
- Reported recommendations to the President and Advisory Council of the preliminary findings and proposed future course of action (March 2006)

PUBLICATIONS

Book

Alston, J.A. and McClellan, P. A. (2011). *Herstories: Leading with the lessons of the lives of Black women activists*. Peter Lang Publishing

Book Chapters

McClellan, P.A. (2018) *Persisting while selflessly leading: The bumpy road to self-awareness, activism, and spiritual peace while holding dual role of junior faculty and program administrator*. In J. Alston and C. Tyson (Eds.), *The Undivided Life: Faculty of color bringing our whole selves to the academy*: Information Age Publishing

McClellan, P. A. (2017) *Jill Scott: Authenticity and Mindfulness. Lessons for Leaders on Empowerment, Mindfulness and Professional Self- Care*. In J. Brooks, F. Beachum & T. Watson (Eds.), *Educational Leadership and Music: Lessons for tomorrow's school leaders*: Information Age Publishing

McClellan, P.A. (2014) *Gender and Leadership Identity*. In Sonya Horsford, and L.C. Tillman, *Identities and Educational Leadership of Black Women in the USA*. Abingdon; Routledge.

McClellan, P. A and Sader, J. (2012) *"I treat everyone the same": Interrogating power and privilege in leadership education*. In Norris, J, Sawyer, R, and Lund, D (Eds.) *Duoethnography: Culture, identity, and curriculum*. Walnut Creek, CA: Left Coast Press

McClellan, P. A. (2010). *Critical Servant Leadership: From Theory to Practice* in Horsford, S. D. (Ed). *New Perspectives in Educational Leadership: Exploring Social, Political, and Community Contexts and Meaning*. Peter Lang Publishing

Refereed Journal Articles

McClellan, P.A. (in process) *Portraits of Black girls: Reflections on identity, agency, and stewardship of Black women principals*. *Journal of Educational Administration and History*

Watson, T.N and McClellan, P.A. (in process) *The impact of Black women on educational leadership and student achievement*. *Oxford Research Encyclopedia of Education*

McClellan, P. A. (2012) *Race, Gender, and Leadership Identity: An Autoethnography of Reconciliation*. *International Journal of Qualitative Studies in Education* 25(1), 87-97

McClellan, P. A. and Alston, J.A. (2008) *Leading through Adversity: A Portrait of an Urban Elementary Assistant Principal Aspiring to the Superintendency*. National Journal of Urban Education and Practice 1(3) 150-158

REFEREED CONFERENCE PRESENTATIONS

McClellan, P. A. (March 2016) – TEDX Way Public Library – *Finding Humanity in an Age of Desperation and Despair*, Perrysburg, OH <https://www.youtube.com/watch?v=uL-KjowpFcQ>

McClellan, P. A. (April 2013) *Schools as sites of Organizational Change*. Paper presented at AERA Denver, Colorado

McClellan, P.A. (November 2012) *On the Front Line of Change: The role of graduate education faculty in affirming culturally relevant leadership practices*. Paper presented at UCEA, Denver Colorado

McClellan, P.A. (April 2011) *Race and gender: An autoethnography*. Paper presented at AERA, New Orleans, LA

McClellan P. A and Sader, J. (April 2011) *I treat everyone the same: Using duoethnography to interrogate power and privilege in leadership education*. Paper presented at AERA, New Orleans, LA

McClellan P. A. and Sader, J. (October 2010) *I treat everyone the same: Using duoethnography to interrogate power and privilege in leadership education*. Paper presented at ILA, Boston, MA

McClellan, P. A. (November 2009) *Building bridges: Blurring the lines of race and gender in leadership research*. Paper presented at UCEA, Anaheim, CA

McClellan, P. A. (November 2008) *Critical Servant Leaders: Building coalitions to address the needs of children in public schools*. Paper presented at UCEA, Orlando, FL

Ngunjiri, Faith and McClellan, P. A. (April 2008) *Ubuntu and critical Africana spirituality: Inspiring social justice leadership for community transformation*. Paper presented at AERA, New York, NY

Giles, M, Witherspoon, N. and McClellan, P.A (April 2008) *African American spirituality, social justice, and educational leadership*. Paper presented with Mark Giles and Noelle Witherspoon at AERA, New York, NY

McClellan, P. A. (November 2006) *Leading through adversity: A portrait of an urban elementary assistant principal aspiring for the Superintendency*. Paper presented at UCEA, San Antonio, TX

McClellan, P.A. (May 2006) *Using portraiture as a culturally and contextually relevant research methodology*. Paper presented at the Annual International Congress of Qualitative Inquiry, University of Illinois – Urbana Champaign

McClellan, P. A. (November 2005) – *Wearing the mantle: Intersecting critical race theory, servant leadership, and spirituality as men discuss their leadership journey*. Paper presented at UCEA, Nashville, TN

Alston, J. A., Gerardo, L. R, Ngunjiri, F. W., & McClellan, P. A (November 2005) - *The temple of the unfamiliar II: The scholars' network in educational administration*. Presented at UCEA. Nashville, TN

Alston, J. A., McClellan, P. A., & Ngunjiri, F. W. (2005). *A rose by any other name: Participatory Leadership, Distributed Leadership, Shared Leadership, Democratic Leadership, and Multi-Leadership*. National Council of Professors of Educational Administration National Conference. Washington, DC:

NON REFEREED PRESENTATIONS & INVITED LECTURES

McClellan, P. A. (September 2017) *Inclusion as Strategic Initiatives*. City of Toledo executive leadership team

McClellan, P. A. (September 2017) *Building Community: Establishing relationships through effective communication among staff*. Toledo Head Start and Toledo Public School professional staff

McClellan, P. A. (March 2017) *Why inclusion matters!* Promedica Kaleidoscope Series

McClellan, P. A. (February 2014) Owens Community College Professional Development Series – 21st Century Learning in Age of Technology

McClellan, P.A. (May 2014) Lourdes University Research Symposium Keynote Speaker. *Impacting the world through research and praxis*

McClellan, P. A. (May 2011) Commencement keynote address presented to the University of Toledo Excel senior students. University of Toledo

SCHOLARSHIP GRANTS & FELLOWSHIPS

Scholarship Grants

United Way Joint Council – secured \$6000.00 for undergraduate minority student scholarship

MOL Alumni – secured \$2000 endowed scholarship for graduate students matriculating in Master of Organizational Leadership program

Research Fellowships

Co-Principal Investigator. *After School Tutoring Project: Aligning Core Competencies across the Toledo Area*. Toledo Community Foundation, Requested/secured \$55,000. Project completed May 2017

COURSES TAUGHT

Lourdes University

BUS 399	Enduring Question – What makes a leader?
BUS 423	Senior Leadership Seminar – Service Learning Course
LS 610	Leadership Foundations
LS 613	Diversity and Leadership
LS 615	Research Methodology
LS 618	Organization Development and Change
LS 620	Connective Leadership and Cultural Competence
LS 698	Capstone Research Project
LS 699	Specialized Leadership Topics

Miami University of Ohio

IDS 159	Strength through Cultural Diversity: Functioning Effectively in a Global Society
EDL 100	Career Development and the College Student
EDL 306	The Nature of Group Leadership

Union Institute and University

EDL 720	Diversity, Leadership & Change
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STUDENT ADVISING

Doctoral Dissertation

2008 Member, Dissertation Committee, Union Institute and University, Cincinnati, Ohio
The Role of Spirituality in African American male executives – Charles Montgomery

Master's Thesis/Capstone

Chaired 51 capstone research projects since 2010. Currently have 7 capstones in progress. Capstone options are traditional research or service learning/praxis capstone. Highlighting 14 that were submitted for annual research symposium.

Mendoza, I (2016) Latinos and their experiences as emerging leaders in not for profit organizations. Traditional research

Schumpert, T (2016) Employers reluctance to implementing training programs. Traditional research

Dietz, T (2015) Bullying at an elementary school in Northwest Ohio. Service learning

Collins, A (2014) Leadership strategies for recruiting and retaining volunteers: A motivational perspective. Traditional research

Duraney, T. (2014) Cultivating nurse leaders; An exploratory study on obstacles and challenges in senior living communities. Traditional research

Erb, R (2013) Front line human services workers: Motivating for best performance. Traditional research

Huggins, L (2013). What factors contribute to leadership opportunities for Black women in government? Traditional research

Morris, J (2013) Engagement and retention: The impact of First Year Experience program as freshman. Traditional research

Blazesk, J (2012) Temple Grondin: Leading despite disability. Traditional research

Williams, W. (2012). In what way does leadership style have an impact on leadership development of African American men? Traditional research

Wohlgamuth, S (2012). What leadership traits are most common in administrators and DON's in long term care facilities that have high quality outcomes? Traditional research

Oberski, S. (2011) The glass cliff phenomenon: Women executives' perception of leadership opportunity and advancement. Traditional research

Olejownik, D (2011) Experiences of non-profit leaders implementing strategic change. Traditional research

Meyer, A (2010) Exploring the non-profit leaders role in successful fundraising. Traditional research

SERVICE TO PROFESSION

Leadership

- 2016 - Planning committee Division A – American Educational Research Association
- 2016- Chair – Section 2 Organization and Community of Division A – American Educational Research Association

Review of Conference Proposals

- 2013- 2016 International Leadership Association
- 2009- 2015 University Council of Educational Administrators
- 2009 - American Educational Research Association

Reviewer of Journal Manuscripts

- 2013 - Journal of School Leadership
- 2016 - International Journal of Qualitative Studies in Education
- 2007 -2009 Journal of Research on Leadership Education
- 2009 -2010 International Journal of Leadership in Education (graduate student manuscript competition)
- 2010 - 2014 Journal of Cases in Education

SERVICE TO COMMUNITY

- 2018 - City of Toledo Human Relations Committee
- 2018 - Paramount Healthcare Board
- 2013 - 2018 Promedica Health System Governance Board
- 2013 - Center for Non-Profit Resources Mentor and Executive Leader in Residence
- 2012 - United Way AALC Joint Council
- 2012 - 2018 United Way Co-Chair Leadership Development Committee – AALC

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- International Leadership Association
- University Council of Educational Administrators

MELISSA L. ROCCO

Affiliate Assistant Professor & Program Manager | Leadership Studies & Development
Department of Counseling, Higher Education, & Special Education | College of Education
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EDUCATION

Ph.D. University of Maryland – College Park, MD

Higher Education, Student Affairs, and International Education Policy
Concentration: Student Learning & Identity Development, Leadership Theory
Dissertation: *Moving Beyond Common Paradigms of Leadership: Understanding the Development of Advanced Leadership Identity* (Dr. Kimberly A. Griffin, Chair)

M.A. The Ohio State University – Columbus, OH

Higher Education and Student Affairs
Concentration: Student Development, Curriculum Design

B.S. The Ohio State University – Columbus, OH

Business Administration: Human Resources & Organizational Development
Magna cum Laude with Honors Distinction

UNIVERSITY POSITIONS

University of Maryland – College Park, MD

2019 – Present Program Manager, Leadership Studies & Development
2017 – Present Affiliate Assistant Professor, Department of Counseling, Higher Education, & Special Education
2013 – Present Lecturer – Leadership Studies Program
2017 – 2019 Postdoctoral Fellow – Department of Counseling, Higher Education, & Special Education
2017 – 2019 Affiliate Faculty Member – Center for Diversity & Inclusion in Higher Education

University of Maine System – Portland, ME

2016 – Present Lecturer – Leadership & Organizational Studies Program

The Ohio State University – Columbus, OH

2011 – 2013 Program Director – Center for Leadership & Service
2010 – 2013 Lecturer & Program Manager – Leadership Studies Program
2009 – 2011 Program & Curriculum Coordinator – Center for Student Leadership & Service

PUBLICATIONS

PEER-REVIEWED PUBLICATIONS & BOOK CHAPTERS

Rocco, M. & Pelletier, J. (In press for 2020). A conversation between student affairs leadership educators. In D. Jenkins & K. Priest (Eds). *Becoming and being a leadership educator. New Directions for Student Leadership*, 163. San Francisco, CA: Jossey-Bass.

Rocco, M. (In press for 2020). Building leadership efficacy through critical self-reflection. In J. Pigza, J. E. Owen, & Associates (Eds.), *We are the leaders we've been waiting for: Facilitator's guide*. Sterling, VA: Stylus.

Rocco, M. (in press for 2020). Learning assessment strategy using case study methods. In K. Guthrie & D. Jenkins (Eds.) *The role of leadership educators: Transforming learning companion manual*. Charlotte, NC: Information Age Publishing.

Rocco, M. (2017). Change. In K. C. Skendall, D. T. Ostick, S. R. Komives, & W. Wagner (Eds). *The social change model: Facilitating leadership development*. San Francisco, CA: Jossey-Bass.

Rocco, M. (2017). Interpreting leadership theory using critical perspectives. In J. P. Dugan, N. T. Turman, A. Barnes (Eds.). *Leadership theory: A facilitator's guide for cultivating critical perspectives*. San Francisco, CA: Jossey-Bass.

Rocco, M. (2017). Our evolving understanding of leadership. In J. P. Dugan, N. T. Turman, A. Barnes (Eds.). *Leadership theory: A facilitator's guide for cultivating critical perspectives*. San Francisco, CA: Jossey-Bass.

Torrez, M. & **Rocco, M.** (2015). Building critical capacities for leadership learning. *New Directions for Student Leadership*, 2015(145), 19-34.

PROFESSIONAL PUBLICATIONS, SCHOLARLY REPORTS, INSTRUCTIONAL MEDIA, & BOOK REVIEWS

Rocco, M. (In production for 2020). *Your leadership lens: Understanding, challenging and broadening our perspectives on leadership* [Video file]. SAGE Publishing. Retrieved from <http://sk.sagepub.com/video>

Rocco, M. (In production for 2020) *Shared leadership* [Video file]. SAGE publishing. Retrieved from <http://sk.sagepub.com/video>

Rocco, M. (In production for 2020). *Team-based leadership* [Video file]. SAGE publishing. Retrieved from <http://sk.sagepub.com/video>

Rocco, M. & Wales, A. M. (2017). A critical eye on our practices: Reflections on ACPA's Commission for Student Involvement and the ILEC priorities. *Concepts & Connections*, 20(1). College Park, MD: National Clearinghouse for Leadership Programs.

Rocco, M. & Griffin, K. (2015). [Review of the book *Exploring leadership: For college students who want to make a difference*, 3rd Ed., by S. R. Komives, N. Lucas, & T. R. McMahon]. *Journal of College Student Development*, 56(1), 107-109.

Rocco, M. (2015 February). Guiding questions for applying the Social Change Model of leadership to student programs and interactions. *The Interchange*. Washington, DC: ACPA College Student Educators International Commission on Student Involvement.

Rocco, M. (2014 September). Challenging traditional classroom paradigms: Considerations for facilitating academic leadership courses. *The Interchange*. Washington, DC: ACPA College Student Educators International Commission on Student Involvement.

Rocco, M. (2013). Finding the fact in the fad. *Concepts & Connections*, 19(2). College Park, MD: National Clearinghouse for Leadership Programs.

Rocco, M. (2013 August). Learning from the National Leadership Symposium. *The Interchange*. Washington, DC: ACPA College Student Educators International Commission on Student Involvement.

Rocco, M. & Slager, E. (2012 November). *Multi-Institutional Study of Leadership: Ohio State leadership course sample*. Columbus, OH: Center for the Study of Student Life.

RESEARCH EXPERIENCE & GRANT-FUNDED PROJECTS

Scholarly Interests: Intersections of identity development and leadership development; transformative learning design for increasing leadership capacity and efficacy; leadership educator identity and preparation; critical perspectives of leadership theory and practice; organizational approaches to leadership

Co-Principal Investigator – Exploring Leadership Program Reviews in Higher Education (2019 – Present)

Internally funded project

Design and implement national qualitative study to explore the process of and best practices in conducting program reviews for curricular and co-curricular leadership programs in higher education. Design and implement participant recruitment strategy. Design semi-structured interview protocol and conduct interviews with participants across multiple institutions of higher education. Conduct qualitative analysis for all collected data. Interpret analysis for academic and professional publication. Interpret analysis for academic and professional publication/presentation.

Co-Principal Investigator - Leadership Educator Identity Development for Student Affairs Leadership Educators (2018 – Present)

Internally funded project

Design and implement national qualitative study to understand the personal and professional development of student affairs professionals who design and facilitate co-curricular programs about leadership for college students. Recruit subject matter experts as participants. Design participant recruitment strategy. Design semi-structured interview protocol and conduct interviews

with participants across multiple institutions of higher education. Conduct qualitative analysis for all collected data. Interpret analysis for academic and professional publication/presentation.

Principal Investigator - *Moving Beyond Common Paradigms of Leadership: Understanding the Development of Advanced Leadership Identity* (2017 – 2018)

Grant funded project (\$3,100)

Designed and implemented national, multi-case study to examine forces and factors that contribute to the development of advanced leadership identity in students and recent graduates. Designed three sets of semi-structured interview protocol and conducted interviews with students and faculty/staff mentors. Conducted qualitative analysis for all collected data. Designed new theoretical model. Wrote grant proposals and managed all award funding. Interpreted analysis for academic and professional publication/presentation.

Principal Investigator, *Leadership Thoughts and Actions in Group Work* (2015)

Grant funded project (\$100)

Designed and implemented national survey study to examine how individuals identify and define leadership when working in groups and teams. Incorporated cutting-edge survey design system through Amazon's Mechanical Turk. Conducted all quantitative data analysis. Interpreted analysis for academic presentation.

Principal Investigator, *Increasing Complexity in Student Leadership Development* (2014-2015)

Internally funded project

Designed and implemented qualitative pilot study to examine forces and factors that contribute to the development of advanced leadership identity in college students. Designed interview protocol and conducted student interviews. Conducted qualitative analysis for all collected data. Interpreted analysis for academic presentation and follow-up study.

Researcher, *Student Leadership Market Mapping Project* (2013)

Sponsored project through Jossey-Bass Higher & Adult Education Publishing (\$2,500)

Designed and implemented market research process to determine size and strength of global market for student leadership publications and services. Conducted benchmarking study of campus leadership programs and potential product usage through an industry market-mapping process. Created comprehensive analysis and recommendations for future product needs.

Co-Principal Investigator, *Multi-Institutional Study of Leadership (MSL)* (2012)

Internally funded project

Assisted with campus-based administration of a national survey study to examine socially responsible leadership in college students. Served as liaison between campus and national MSL research team. Designed campus-specific survey questions to determine impact of student involvement in leadership courses. Assisted with sampling criteria and participant selection. Assisted with data analysis and interpretation for University-wide reporting.

PEER-REVIEWED PRESENTATIONS

Correia-Harker, B., Pierre, D., & **Rocco, M.**, & Skendall, K. (2019 March). *I'm not working with them: Exploring leadership amidst deep disagreement*. ACPA College Student Educators International Convention, Boston, MA.

Owen, J., Komives, S.R. Guthrie, K. Pigza, J. **Rocco, M.**, Yamanaka, A. (2018 December). *Women's leadership development on college campuses: Progress and perspectives*. Presentation at Leadership Educators Institute, Orlando, FL.

Rocco, M., Cohen-Derr, E., Owen, J. & Komives, S. R. (2018 December). *Advancing the Leadership Identity Development Model: Insights and applications from current research*. Presentation at Leadership Educators Institute, Orlando, FL.

Owen, J., Komives, S.R. Guthrie, K. Pigza, J. **Rocco, M.**, Youngblood, R.J. (2018 December). *Women's leadership development on college campuses: Progress and perspectives*. 2018 October). Presentation at the International Leadership Association Global Conference, West Palm Beach, FL.

Rocco, M., Sablan, J., Cole, E., Evans, M., Lange, A.C., Linder, C., & Wallace, J. (2018 October). *Envisioning a Holistic Research Agenda for Student Activism in Higher Education*. Facilitated Panel Discussion at the Association for the Study of Higher Education Annual Meeting, Tampa, FL.

Rocco, M., & Barnes, A. (2016 November). *Best intentions and conflicting messages in developing student leadership identity*. Presentation at the International Leadership Association Global Conference, Atlanta, GA.

Rocco, M., & Barnes, A. (2016 March). *Best intentions and conflicting messages in developing student leadership identity*. Presentation at ACPA College Student Educators International Convention, Montreal, QC.

Owen, J., Barnes, A., & **Rocco, M.** (2015 March). *Developing high impact leadership curricula: Creating learning-centered environments*. Presentation at ACPA College Student Educators International Convention, Tampa, FL.

Clergone, N., Haber-Curan, P., Guthrie, K., Komives, S. R., Owen, J., Pigza, J., **Rocco, M.**, Torrez, M.A., & Wagner, W. (2015 March). *New directions for student leadership: Transforming leadership development for significant learning*. Presentation at ACPA College Student Educators International Convention, Tampa, FL.

Rocco, M. (2015 March). *Leadership educator community conversation*. Presentation and workshop facilitated at ACPA College Student Educators International Convention, Tampa, FL.

Haber-Curan, P., Owen, J., **Rocco, M.**, Torrez, M.A. (2014 December). *New directions for student leadership: Transforming leadership development for significant learning*. Presented at Leadership Educators Institute, Fort Worth, TX.

Rocco, M. & Torrez, M. A. (2014 December). *Leadership 101: Student leadership in higher education*. Pre-Conference Workshop Presented at Leadership Educators Institute, Fort Worth, TX.

Rocco, M., Barnes, A., Komives, S.R., & Owen, J. (2014 March). *Reinventing student leadership programs: Tips for applying the LID model*. Presentation at ACPA College Student Educators International Convention, Indianapolis, IN.

Rocco, M. (2014 March). *Leadership educator community conversation*. Presentation and workshop facilitated at ACPA College Student Educators International Convention, Indianapolis, IN.

Rocco, M. & Barnes, A. (2013 March). *Battling "senioritis": Maintaining graduating student interest and engagement*. Presentation at ACPA College Student Educators International Convention, Las Vegas, NV.

Rocco, M., Barnes, A., & Rupert, K. (2013 March). *Bringing theory to life: Creative activities, tools, and strategies from academic leadership courses*. Presentation at ACPA College Student Educators International Convention, Las Vegas, NV.

Barnes, A., Pelletier, J., **Rocco, M.**, Rupert, K., & Schultz, J. (2013 December). *StrengthsQuest at The Ohio State University*. Pre-conference program accepted to present at the Leadership Educators Institute, Columbus, OH.

Rocco, M. & Barnes, A. (2012 December). *Battling "senioritis": Maintaining graduating student interest and engagement*. Presentation at Leadership Educators Institute, Columbus, OH.

Rocco, M. & Barnes, A. (2012 December). *Bringing theory to life: Creative activities, tools, and strategies from academic leadership courses*. Presentation at Leadership Educators Institute, Columbus, OH.

Rocco, M. & Barnes, A. (2012 December). *Building Strengths-based leadership awareness one "track" at a time*. Presentation at Leadership Educators Institute, Columbus, OH.

Cabellon, E., Mann, B., Mills, K., **Rocco, M.**, & Rupert, K. (2012 March). *Use of social media tools in the higher education environment*. Presentation at ACPA College Student Educators International Convention, Louisville, KY.

Rocco, M. (2011 November). *The "meat and potatoes" of your student experience*. Presentation and workshop facilitated at the Association of College Unions International Region Seven Conference, Columbus, OH.

Rocco, M., Stenta, D. & Blair, T. (2011 March). *Fraternity and sorority blogging to learn leadership*. Presentation at NASPA Student Affairs Professionals in Higher Education Convention, Philadelphia, PA

Rocco, M. & Stenta, D. (2011 March). *Fraternity and sorority blogging to learn leadership*. Presentation at ACPA College Student Educators International Convention, Baltimore, MD.

Rocco, M. & Pelletier, J. (2010 December). *Student Leadership Advocates: Foundations of a peer leadership educators cohort*. Presentation at Leadership Educators Institute, Tampa, FL.

INVITED PRESENTATIONS (SELECT)

Guest Facilitator (2019 July). *Diversity, inclusion, and critical perspectives*. Workshop facilitated for Kappa Alpha Theta Fraternity international headquarters. Indianapolis, IN.

Invited Presenter (2019 June). *"I'm not working with them": Exploring leadership amidst deep disagreement*. Webinar for ACPA College Student Educators International members sponsored through the ACPA Commission for Student Involvement.

Lead Facilitator (2019 May). *The LeaderShape Institute*. Four-day social change leadership development institute for 35 college students from college campuses across North America. Orland, FL.

Invited Speaker (2018 June). *Mapping our story: A history of association work in the field of leadership education*. Presentation for the Inter-Association Leadership Education Collaborative Annual Summit. College Park, MD.

Lead Facilitator (2018 August). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from New York University Abu Dhabi. Abu Dhabi, United Arab Emirates.

Lead Facilitator (2018 May). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from Florida State University. Tallahassee, FL.

Invited Panelist (2018 March). *The future of leadership education*. Panel and roundtable discussion facilitated at NASPA Student Affairs Professionals in Higher Education Convention. Philadelphia, PA.

Lead Facilitator (2018 March) *Chapter Presidents Leadership Academy*. Three-day institute for student leaders from Kappa Alpha Theta Fraternity chapters at 145 campuses across North America. Dallas, TX.

Guest Lecturer (2017 November). *Navigating the proposal and dissertation process*. Class session facilitated for doctoral-level research seminar course in the University of Maryland Student Affairs Concentration. College Park, MD.

Guest Lecturer (2017 October). *Understanding leadership identity development*. Lecture and workshop presented for senior capstone students in the University of Maryland Leadership Studies Program. College Park, MD.

Lead Facilitator (2017 August). *The LeaderShape Institute*. Six-day social change leadership development institute for 35 college students from college campuses across North America. Austin, TX.

Lead Facilitator (2017 July). *Wooden Institute for Men of Principle*. Four-day values-based leadership institute for 80 student leaders from Beta Theta Pi Fraternity chapters across North America. Oxford, OH.

Guest Lecturer (2017 March). *Understanding leadership identity development*. Lecture and workshop presented for senior capstone students in the University of Maryland Leadership Studies Program. College Park, MD.

Lead Facilitator (2016 May). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from Auburn University. Auburn, AL.

Lead Facilitator (2016 March). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from University of Tennessee. Knoxville, TN.

Guest Lecturer (2016 March). *Understanding and applying the Leadership Identity Development Model in student affairs practice*. Lecture and workshop presented for graduate students in the University of Maryland Student Affairs Concentration. College Park, MD.

Invited Presenter (2016 May). *Best intentions and conflicting messages in developing student leadership identity*. Webinar for the National Clearinghouse for Leadership Programs Virtual Leadership Conference. College Park, MD.

Invited Presenter (2016 May). *Strengths-based leadership*. Presentation for the Kappa Alpha Theta Fraternity New Orleans Alumnae Chapter. New Orleans, LA.

Lead Facilitator (2016 January). *Wooden Institute for Men of Principle*. Four-day values-based leadership institute for 80 student leaders from Beta Theta Pi Fraternity chapters across North America. Oxford, OH.

Invited Presenter (2015 November). *Strengths-based leadership*. Presentation for the Kappa Alpha Theta Fraternity Nashville Alumnae Chapter. Nashville, TN.

Invited Presenter (2015 October). *Strengths-based leadership*. Presentation for the Kappa Alpha Theta Fraternity Washington, DC Alumnae Chapter. Washington, DC.

Invited Presenter (2015 Sept). *Developing high impact leadership curricula: Creating learning-centered environments*. Webinar for ACPA College Student Educators International members sponsored through the ACPA Commission for Student Involvement.

Lead Facilitator (2015 July). *Wooden Institute for Men of Principle*. Four-day values-based leadership institute for 80 student leaders from Beta Theta Pi Fraternity chapters across North America. Oxford, OH.

Lead Facilitator (2015 July). *Emerging Leaders Institute*. Four-day institute for student leaders from Kappa Alpha Theta Fraternity chapters at 145 campuses across North America. Greencastle, IN.

Keynote Speaker (2015 July). *Strength-based approaches for personal and professional life*. Plenary session presented for the Kappa Alpha Theta Fraternity International Advisor Conference. Dallas, TX.

Invited Presenter (2015 July). *Strengths-based advising with student organization leaders*. Presentation for the Kappa Alpha Theta Fraternity International Advisor Conference. Dallas, TX.

Lead Facilitator (2015 May). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from Lehigh University. Bethlehem, PA.

Invited Presenter (2015 February). *Strengths-based leadership*. Workshop facilitated for the Kappa Alpha Theta Fraternity Dallas Alumnae Chapter. Dallas, TX.

Lead Facilitator (2015 January). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from Denison University. Granville, OH.

Invited Presenter (2014 August). *The value of community engagement*. Presented to 150 alumni and students at Beta Theta Pi Fraternity International Convention. Oxford, OH.

Invited Presenter (2014 August). *Power dynamics in leadership*. Presented to 350 alumni and students at Beta Theta Pi Fraternity International Convention. Oxford, OH.

Lead Facilitator (2014 January). *Wooden Institute for Men of Principle*. Four-day values-based leadership institute for 80 student leaders from Beta Theta Pi Fraternity chapters across North America. Oxford, OH.

Lead Facilitator (2014 January). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from University of Iowa. Iowa City, IA.

Lead Facilitator (2013 July). *Emerging Leaders Institute*. Four-day institute for 80 student leaders from Kappa Alpha Theta Fraternity chapters across North America. Greencastle, IN.

Lead Facilitator (2013 May). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from Meredith College. Raleigh, NC.

Lead Facilitator (2012 August). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from college campuses across North America. Atlanta, GA.

Invited Presenter (2011 September). *Developing strengths-based teams*. Workshop presented for the Ohio State Newark and Denison University AmeriCorps staff and partners, Columbus, OH.

Facilitator (2011 July). *Wooden Institute for Men of Principle*. Four-day values-based leadership institute for 80 student leaders from Beta Theta Pi Fraternity chapters across North America. Oxford, OH.

Facilitator (2010 August). *Leadership College*. Three-day values-based leadership institute for 300 student leaders from Beta Theta Pi Fraternity chapters across North America. Oxford, OH.

Facilitator (2010 August). *The LeaderShape Institute*. Six-day social change leadership development institute for 70 college students from college campuses across North America. Atlanta, GA.

Keynote Speaker (2007 October). *Using your human capital*. Keynote address presented at Ohio Association of Student Councils Fall State Conference, Columbus, OH.

Guest Lecturer (2007 September). *Careers in leadership consulting*. Lecture presented for senior capstone class at the Ohio State University Fisher College of Business, Columbus, OH.

TEACHING & COURSE DESIGN EXPERIENCE

UNIVERSITY OF MARYLAND MD

COLLEGE PARK,

Courses taught as instructor of record in conjunction with the interdisciplinary Leadership Studies program and the Higher Education, Student Affairs, and International Education Policy program

- **EDCP 774: Advanced Student Development Theory** - Fall 2017

Core doctoral seminar course in the Higher Education and Student Affairs concentrations. Course focuses on critical analysis and application of foundational student development theories, intersectionality, and emerging identity theories. Redesigned course to better integrate practical application and technology. Designed new foundational theories project.

- **EDCP 694: Student Leadership Development** – Winter 2020, Spring 2015

Course designed for the Higher Education and Student Affairs graduate program. Significantly redesigned to focus on leadership educator preparation, leadership theory and models for college students, leadership identity development, scaffolding and sequencing in curriculum design, and program integration with diverse student affairs functions. Course utilizes theory-to-practice curriculum design project coordinated with students' graduate assistantships.

- **HESI 418E: Strengths-Based Leadership (Online)** - Winter 2017, 2016

Course focus is on examining theories of positive psychology and relational leadership through the Gallup Organization's StrengthsFinder assessment. Designed as a new course to apply theoretical learning to students' personal leadership experiences and increase self-reflection and awareness regarding diverse approaches to leadership.

- **HESI 417: Advanced Leadership Seminar** – Spring 2019, Fall 2014, Spring 2014

Capstone for graduating students to synthesize learning throughout college and apply to future plans. Significantly redesigned course to examine leadership identity development through multimedia, peer facilitation, and reflective writing.

- **HESI 320: Social Action Seminar** - Fall 2016, 2015

Course serves as an advanced option for students to apply leadership learning to social justice initiatives and research social issues of interest. Designed as a new course to integrate social change model of leadership with social justice education, organizational theory, and introductory qualitative research methods.

- **HESI 321: Advanced Social Action Seminar (Hybrid)** - Spring 2017, Spring 2016

Course challenges students to apply social change approaches to leadership through a community engagement practicum experience. Designed as a new course for students to implement a social action project of their own design from prerequisite course (HESI 320). Course includes project management and critical self-reflection.

- **EDCP/HESI 318A: Leadership in Film (Online/Hybrid)** - Summer 2017, 2014; Winter 2015, 2014; Spring 2015

Course focuses on examining a leadership theories throughout history as expressed through films from a variety of genres and time periods. Redesigned course to include better theory sequencing, emerging leadership theories, and updated film selections.

- **HESI 318W: Leadership in the Workplace (Online)** - Summer 2016, 2015

Course focuses on applying leadership theory to career interests and workplace interactions. Students engage in employment concurrently and apply theory to their experience through peer discussion. Redesigned to include strengths-based perspectives.

- **EDCP/HESI 315: Leadership in Groups & Organizations** - Spring 2017; Fall 2015, 2013; Spring 2014

Course focus is on organizational leadership understanding and analysis. Redesigned course to better examine theory and practice of conducting organization analysis and recommendations processes, as well as small and large group facilitation strategies. Incorporated more experiential activities and reflective writing.

- **EDCP/HESI 217: Introduction to Student Leadership** – Fall 2016, 2014; Spring 2016, 2015

Course focus is on introduction to modern, relational, process-based leadership theories. Significantly redesigned course to include semester-long group project and experiential activities for Scholarship-in-Practice general education designation.

UNIVERSITY SYSTEM OF MAINE

PORTLAND, ME

Courses taught as instructor of record in conjunction with the interdisciplinary Leadership and Organizational Studies program

- **LOS 300: Organizational Theory (Online)** - Spring 2018, 2017; Fall 2016
Course focuses on organizational leadership and culture analysis. Redesigned course to better examine theory and practice of conducting analysis and recommendations. Incorporated more dynamic discussion prompts, multimedia, and writing reflections.

THE OHIO STATE UNIVERSITY

COLUMBUS, OH

Courses taught as instructor of record in conjunction with the interdisciplinary Leadership Studies program and the Higher Education and Student Affairs program

- **EDUPL 7518: Leadership and Group Dynamics** - Fall 2012

Course designed for the Higher Education and Student Affairs graduate program. Significantly redesigned to focus on leadership educator preparation, intersection of leadership and student development theories, organizational theory, and the student affairs profession. Course utilizes in-class simulations, organization consultation experiences and educational intervention design project for campus departments.

- **EDUPL 2572 / 371: Introduction to Leadership Theory** - Fall 2012, 2011; Winter 2011

Foundations course in history and critique of leadership theory. Significantly redesigned course for semester transition and new focus on peer leadership education, leadership identity

development, organizational change, emotional intelligence, and power and privilege. Course utilizes social media, blogging, in-class simulations, and organization consultation experiences.

- **EDUPL 2570: Team & Organizational Leadership** - Spring 2012, Winter 2012

Course utilizes Relational Model of Leadership to introduce inclusive leadership and group dynamics. Significantly re-designed course for semester transition, to more thoughtfully address student transition toward understanding leadership as a process, and to utilize more interactive and engaging teaching methods.

- **EDUPL 2570: Team & Organizational Leadership, Strengths-Based Coaching** - Spring 2013, 2012; Winter 2012

Course focuses on the Gallup organization's Strengths-based Development Framework, team leadership, and positive psychology. Significantly re-designed course to include personal goal setting and multiple perspectives of "success."

- **EDUPL 2570 / 270.04: Team & Organizational Leadership, Student Organizations** - Fall 2010

Course for student leaders to explore applications of leadership theory to organizations. Designed new course to focus on social change leadership theory and application to personal communities. Course places emphasis on values clarification, critical analysis of community practices, and challenging traditional processes. Includes peer dialogue and personal blogging.

CONSULTING, ASSESSMENT & REVIEWING EXPERIENCE (SELECT)

Subject Matter Expert, Leadership Education Film Series 2019 – Present
SAGE Publishing

External Reviewer, International Diversity and Inclusion Initiatives 2017 – Present
Kappa Alpha Theta Fraternity Headquarters

Curriculum Assessment & Quality Team Member, Institute & Catalyst Programs 2012 – 2017
LeaderShape, Incorporated

External Reviewer, Office of Fraternity and Sorority Life
2016
University of Pennsylvania

External Reviewer, International Leadership Development Initiatives
2014 – 2015
Kappa Alpha Theta Fraternity Headquarters

Pre-Revision Book Reviewer, *Leadership for a Better World: Understanding the*
2014
Social Change Model of Leadership by Komives, S. R. & Wagner, W. (2009). 2nd Edition
Jossey-Bass Publishing.

External Reviewer & Curriculum Consultant, Leadership Development Programs
2014
Sigma Kappa Sorority Headquarters
Curriculum Reviewer, Youth Leadership Development Programs
2014
The Ohio Association of Student Councils

Pre-Revision Book Reviewer, *Emotionally Intelligent Leadership: A Guide for*
2013
College Students Series (book, facilitation guide, student workbook) by Shankman, M.L.
& Allen, S. (2008). 1st Edition.
Jossey-Bass Publishing

Strategy Consultant, Board of Trustees Marketing & Communications Committee
2012 – 2014
LeaderShape, Incorporated

GRANTS, HONORS, & AWARDS (SELECT)

- 2017 **International Alumna of Distinction Award**
Kappa Alpha Theta Fraternity: International award presented to 35 alumnae members for outstanding accomplishment in their professional fields
- 2016 **SPARC Research Award**
University of Maryland: Grant awarded for research and collaboration through the College of Education. Award amount: \$1,000
- 2016 **Mac and Lucile McEwen Research Award**
University of Maryland: Grant for awarded for promising student development research through the College of Education. Award amount: \$2,100
- 2013 **Higher Education and Student Affairs Emerging Professional**

- The Ohio State University: Annual award presented to a graduate of the HESA graduate program for exceptional contribution to the Student Affairs profession.
- 2012 **Senior Student Mentorship Award**
The Ohio State University: Annual award presented by class honoraries for faculty/staff mentorship of graduating senior students
- 2007 **Deloitte National Community Involvement Award**
Deloitte Consulting, LLC: Award recognizing outstanding community volunteerism by an employee in each region. Award amount to charity: \$2,500
- 2007 **Meritorious Service Award**
Ohio Association of Student Councils: State-wide award for exceptional volunteer commitment to leadership education initiatives for secondary school students across the state.
- 2006 **Deloitte National Analyst Development Program Representative**
Deloitte Consulting, LLC: Selected by firm leadership and peers as one of 8 representatives to the national professional development council.
- 2005 **Fisher College of Business “Pacesetter” Distinction**
The Ohio State University: Academic honorary for students in top 1% of their class
- 2003 **Fisher College of Business Honors Cohort Member**
The Ohio State University: Honors program and experiential learning cohort for the top 30 students in the college. Earns honors distinction upon graduation.
- 2001 **University President’s Emerging Leader Citation**
The Ohio State University: University-wide award granted on behalf of the University President.

PROFESSIONAL EXPERIENCE

**UNIVERSITY OF MARYLAND
MD**

COLLEGE PARK,

Program Manager

2019 – Present

Leadership Studies & Development – Department of Counseling, Higher Education & Special Education / Leadership & Community Service-Learning Office (Dual Appointment)

- Direct a high-profile leadership minor and certificate program designed as a student affairs-academic affairs partnership to advance student leadership education and development across campus
- Direct strategic planning process to reevaluate program purpose, determine leadership framework, select guiding theories and models, and determine learning outcomes
- Manage curriculum design and sequencing efforts rooted in student development theory, relational and inclusive leadership, critical perspectives and social justice, and applied/experiential learning

- Manage full program implementation, including instructor training and development, student selection, course scheduling, materials, and marketing for 12-15 courses per semester serving 700+ students per year
- Develop and implement formative and summative assessment strategy to measure student learning and track student engagement across programs
- Advise 80 students through student organization consulting projects and community-based learning experiences
- Collaborate across student affairs units and academic colleges on student recruitment and retention efforts
- Collaborate with Provost's office to secure systems access previously unavailable to student affairs staff
- Train staff, faculty, and students on leadership theory, identity development, and facilitation skills
- Oversee budget management efforts between student affairs and college of education administrators
- Prepare and present program metrics to university administrators across student affairs and academic units

Affiliate Assistant Professor / Lecturer

2013 –

Present

Leadership Studies and Higher Education, Student Affairs, & International Education Policy – Department of Counseling, Higher Education, & Special Education

- Design and teach undergraduate courses on leadership and organizational theory, group dynamics, social and personal identity, and social change
- Design and teach graduate courses on student development theory, research and writing, student leadership development, and co-curricular program design
- Design and teach in-person, hybrid, and online courses
- Mentor students through research projects and developing scholarly and professional presentations

Postdoctoral Fellow & Affiliate Faculty Member

2017 –

2019

Center for Diversity & Inclusion in Higher Education – Department of Counseling, Higher Education, & Special Education

- Develop the Center's national consultation practice, consultation strategy, and pricing models
- Develop proposals and budgets for consultation services on request from internal and external clients
- Manage teams of administrators, faculty, and students in the implementation of nation-wide professional and scholarly development programs
- Recruit and manage affiliate faculty members serving as thought leaders and consultants for Center-directed initiatives
- Develop and implement assessment strategies and productivity reports for Center activities and initiatives
- Develop and manage partnerships between the Center and university departments, other higher education institutions, non-profits, and policy organizations

- Assist with the development of the Center's national research agenda

Curriculum Coordinator

2013 –

2017

*Leadership Studies – Department of Counseling, Higher Education & Special Education /
Leadership & Community Service-Learning Office (Dual Appointment)*

- Directed team of faculty, staff, and doctoral students on course development and sequencing efforts for new 21-credit certificate program
- Trained and mentored adjunct faculty and graduate instructors on syllabus design, experiential learning pedagogy, technology, and classroom management
- Supervised graduate teaching assistants from the Student Affairs graduate program
- Advised 15-20 students in academic and programmatic experiences
- Developed and implement central learning outcomes and grading rubrics across courses
- Consulted with student activities and leadership programs staff on co-curricular leadership program design
- Managed academic-student affairs partnership in course design and program administration efforts
- Designed and implemented cohort-building and professional development programs

UNIVERSITY SYSTEM OF MAINE

PORTLAND, ME

Lecturer

2016 – Present

Leadership & Organizational Studies – College of Interdisciplinary Studies

- Design and teach courses on organizational theory, leadership development, and change management
- Redesign and teach online organizational theory foundations course
- Mentor and coach adult learners on academic research and writing
- Partner with campus counseling services to manage students in academic distress and personal crisis

THE OHIO STATE UNIVERSITY

COLUMBUS, OH

Program Director

2011 –

2013

Center for Student Leadership & Service –The Ohio Union & Student Activities, Office of Student Life

Supervision and Management

- Supervised and managed team of staff, graduate assistants, and student employees in the design, implementation, and assessment of major campus events including the Annual Conference on Leadership & Civic Engagement, University Leadership Awards, and The LeaderShape Institute
- Supervised and trained team of 50 facilitators to design and deliver over 100 custom leadership and group development workshops to student organizations by request

- Managed staff and students in the design and implementation of officer training series for over 1,000 student organizations
- Managed campus-wide network of faculty and staff facilitators in the design and implementation of professional development workshops for university departments

Program Administration & Development

- Managed a \$120,000 programming budget including general administrative and grant funding
- Facilitated campus-wide funding allocations process including student organization requests, university program allocations, and all grant reporting mechanisms
- Directed development of and strategy for all campus-wide leadership education initiatives
- Developed comprehensive, 3-year leadership development cohort program for students focused on peer-to-peer leadership education and peer mentorship
- Planned and managed portions of major campus events including; student orientation, Welcome Week, homecoming, Greek Week, and Greek recruitment
- Coordinated and facilitated student Strengths-based coaching program

Assessment and Evaluation

- Led the development of student learning outcomes and assessment strategy for all campus-wide leadership education initiatives
- Conducted campus-wide study on impact of participation in leadership studies courses on student development of socially-responsible leadership
- Designed and implemented summative and formative assessment of learning for comprehensive, three-year leadership development program
- Contributed to the development of learning and assessment strategy for all programs housed within the Center for Student Leadership & Service

Lecturer & Program Manager

2010 – 2013

Leadership Studies - College of Education & Office of Student Life (Dual Appointment)

- Managed faculty and staff through implementation of five leadership studies seminar courses, curricula approval, and switch to semesters
- Designed and taught graduate courses on student leadership development, group dynamics, and co-curricular program design
- Designed and taught undergraduate courses on leadership and organizational theory, group dynamics, social and personal identity, and social change
- Recruited and managed adjunct faculty for 5-10 courses per semester
- Trained and mentored adjunct faculty on syllabus design, experiential learning pedagogy, and classroom management

Program Coordinator & Curriculum Designer

2009 –

2011

Center for Student Leadership & Service - The Ohio Union & Student Activities, Office of Student Life

- Supervised and mentored students in the design and implementation of major campus-wide events including the Annual Conference on Leadership & Civic Engagement, University Leadership Awards, and The LeaderShape Institute

- Supervised and trained team of 50 facilitators to design and deliver over 100 custom leadership and group development workshops to student organizations by request
- Designed and managed online and classroom training for 500 student employees and staff facilitators
- Designed and facilitated leadership workshops for student organizations and university departments
- Managed relationship between university and external consultants on employee online training initiatives
- Managed senior-level administrator involvement in high-profile student programs
- Assisted with implementation of major campus events including; orientation, Welcome Week, homecoming, Greek Week, and Greek recruitment
- Assisted with strategy development and opening of the new Center for Student Leadership and Service

KAPPA ALPHA THETA FRATERNITY & FOUNDATION HEADQUARTERS INDIANAPOLIS, IN

Annual Fund & Strategic Communications Manager

2007 – 2009

Kappa Alpha Theta Foundation

- Managed longest and largest annual convention giving campaign in history, quadrupling giving
- Designed and managed multi-channel communications and public relations strategy for Board of Trustees initiatives and all foundation activities
- Redesigned and implemented annual fund strategy and all campaign plans
- Managed staff and trustee involvement in all fundraising campaign efforts
- Designed and implemented college student giving program across 125 campuses
- Trained staff, international volunteers, and headquarters consultants to provide support for philanthropic initiatives on 125 campuses
- Managed and implemented foundation website redesign and social media efforts
- Facilitated partnerships with external marketing and design firms
- Identified appropriate major and planned giving opportunities

Collegiate Chapter Development Consultant

2005 – 2006

Kappa Alpha Theta Fraternity

- Advised students and alumnae advisors in the design and implementation of college chapter change-management plans, budgeting processes, recruitment strategies, and scholarship programming
- Assessed leadership, culture, and operations of 30 chapters at higher education institutions
- Mediated conflicts between chapter advisors, officers, and members
- Managed relationships between headquarters staff, international board members, local chapter officers, advisors, and alumnae
- Facilitated dialogue between campus administrators, staff, and chapters
- Designed and facilitated custom workshops on values-based leadership, ethics, officer transitioning, recruitment, and community-building for chapters
- Assisted with system-wide recruitment efforts in partnership with campus administrators

**DELOITTE CONSULTING, LLP
NY**

NEW YORK,

Analyst, Organizational Change & Transformation

2006 – 2007

Human Capital Practice

- Designed change-management and employee learning & development plans for Fortune 100 clients
- Developed cross-functional strategies for integrating talent management efforts and human resources functions with various business operations
- Managed international team of instructional designers
- Analyzed and redesigned organization-wide diversity and inclusion strategies
- Conducted workforce planning and competency modeling analyses
- Designed online learning and face-to-face training for global learning initiatives
- Analyzed and redesigned organizational structures and talent management plans
- Designed and facilitated team building and employee recognition programs
- Designed and facilitated orientation for campus hires and senior-level mentors
- Collaborated with global partners, senior-level managers, and firm analysts on national learning and development initiatives for campus hires

College Recruiter

2006 -

2007

Human Capital Practice

- Developed recruiting partnership with new campus resulting in immediate increase of talent pool and new hires for the practice
- Developed and managed relationships between the firm and top recruiting prospects
- Managed team of colleagues to recruit recent graduates for entry-level analyst program
- Presented on career opportunities and firm initiatives to potential new hires
- Reviewed resumes and recommended prospects to the human resources team
- Conducted in-person and phone interviews

PROFESSIONAL LEADERSHIP & ASSOCIATION ACTIVITIES (SELECT)

ACPA College Student Educators International (ACPA)

- Leadership Education Chair, Commission for Student Involvement
2013 - 2015
- Social Media Educator, Annual Convention
2012-2014
- Co-Chairperson & Program Reviewer, Leadership Educators Institute
2011 – 2012

Inter-Association Leadership Education Collaborative (ILEC)

- Appointed Representative for ACPA College Student Educators International
Present
- 2013 –

- Contributing Author, *ILEC Critical Perspectives & Collaborative Priorities*
2015 – 2017
- Chair, Internal Audience Assessment Committee
2014 – 2015

International Leadership Association (ILA)

- Planning Team Member, Leadership Education Academy
2013 – 2014
- Chair and lead copy writer, Leadership Education Academy marketing committee
2013 – 2014

LeaderShape, Inc.

- Lead Facilitator, LeaderShape Catalyst Program 2013 – Present
- Co-Lead Facilitator, The LeaderShape Institute 2012 – Present

National Clearinghouse for Leadership Programs (NCLP)

- Co-Chairperson, National Leadership Symposium
2015 – 2016
- Co-Lead Facilitator, National Leadership Symposium
2016

The Ohio Association of Student Councils

- Coordinator, Alumni Outreach & Social Media 2006 – Present
- Program Director, Summer Leadership Workshops
Present 2006 –
- State Executive Board Member 2006 – Present

Other Association Memberships

- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- NASPA Student Affairs Professionals in Higher Education (NASPA)

UNIVERSITY SERVICE ACTIVITIES (SELECT)

- 2015 – 2017 **Member, Graduate Admissions Committee**
Student Affairs Graduate Program, University of Maryland
- 2013 – 2017 **Member, Undergraduate Admissions Committee**
Leadership Studies Program, University of Maryland
- 2015 – 2016 **Invited Member, Thomas & Magoon Awards Selection Committee**
Student Affairs Graduate Program, University of Maryland
- 2013 – 2014 **Committee Chairperson, Graduate Student Preview Program**

Higher Education, Student Affairs, & International Education Policy Program,
University of Maryland

2009 – 2013 **Student Life Representative, Interdisciplinary Curriculum Review Committee**
Leadership Studies Program, The Ohio State University

2009 – 2010 **Selected Committee Chairperson, Student Organization Task Force**
Office of Student Life, The Ohio State University

2002 – 2005 **Invited Member, Council on Student Affairs**
Faculty Senate, The Ohio State University

2001 - 2002 **Invited Member, Graduate Student Trustee Selection Committee**
Board of Trustees, The Ohio State University

2001 – 2002 **Invited Member, Recreational Sports Committee**
Faculty Senate, The Ohio State University

APPENDIX K**External Evaluation Report**

**New York State Education Department
Office of Higher Education
Office of College and University Evaluation**

REPORT FORM FOR EVALUATION OF DOCTORAL PROGRAM PROPOSALS

Institution:	Lehman College
Program Title:	Doctor of Education – Department of Counseling, Leadership, Literacy, and Special Education
Date(s) of Evaluation:	January 17, 2020
Evaluator(s):	Patrice A. McClellan, Ed.D.

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.
 - a. **The focus of this new doctoral program is in alignment with community and global needs in a broad context while providing context for students (undergraduate & graduate) who have a liberal arts foundation. This program fills a gap in doctoral education where it is interdisciplinary in context, research, and praxis.**
2. Comment on the special focus of this program as it relates to the discipline. What are plans and expectations for continuing program development and self-assessment including ongoing external reviews?
 - a. **This program couches leadership in an educational context. However, it must be mentioned that when seeking to prepare students for “business”, that notion of leadership should/must encompass other avenues of leadership definition and contextualization. For example seeking out text/academic resources from governing bodies such as the Academy of Management (AoM) and International Leadership Association (ILA) which are known in the field of leadership as preparers of scholar-practitioners for leadership and outside of the realm of traditional education programs**
 - b. **Program development and self-assessment should incorporate programs that are interdisciplinary in nature and/or have an organization development lens. Try looking at schools outside of the NY region that are online and/or hybrid to contextual the student market for on-line/hybrid programs. ?This may**

potentially be an avenue to aid in external review of an interdisciplinary nature

- i. **Bowling Green State University – DODC – Doctorate in Organization Development and Change**
 - ii. **Fielding Graduate University – PhD in Organization Development**
 - iii. **Antioch University – PhD in Organization Development and Change**
 - iv. **Bowling Green State University – EdD in Leadership Studies**
 - v. **University of Richmond – Jepson School of Leadership**
3. Assess the breadth and depth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and available support from related programs. What evidence is there of program flexibility and innovation?
 - a. **The nature of the offering of this program is flexible and innovative with the low residency option, 52 credit hour program (where industry standard averages around 60 credit hours), and its focus on practitioner focus**
 4. Discuss the relationship of this program to undergraduate, master's and other doctoral programs of the institution. Consider interdisciplinary programs, service function, joint research projects, support programs, etc.
 - a. **This program seems to help build in an internal transition/feeder from the MSOL program while using faculty and resources from across the School of Education. There's also an opportunity to extend an invitation (given expertise areas) to others outside of the school of education**
 5. What evidence is there 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 evidence is there that it will continue?
 - a. **Creation of this program is designed to be broad enough to appeal to a variety of students. The community or regional need for students to be prepared to lead organizations is immense. However, it remains unclear of the perception of a degree with the initials EDOLC will be perceived as meeting this need. There needs to be clear discussion that this degree is interdisciplinary and new in nature. Yes, there needs to be practitioners who can lead organizations, but will this degree fill that void. There has been a national trend that perplexes many institutions who have ventured into an interdisciplinary space. The findings are unclear as to why some institutions can maintain enrollment and others struggle. This program will fare well in the beginning given the focus on mission, social justice, and developing competent skills, but must maintain an interdisciplinary lens in terms of recruitment, faculty, residency options, etc.**

Faculty

1. What is the caliber of the full-time and part-time faculty, individually and collectively, in regard to education, college teaching experience, experience in doctoral education including dissertation supervision, research and publication, professional service, and national recognition in the field?
 - a. **Faculty as a collective have the doctoral preparation to supervise dissertations, research, and are known within the field of education. One caveat of the faculty is that as a collective, they are not organizational leadership and organization development scholars which could be a hurdle as this program is**

- couched as an OL (organizational leadership) and ODC (organization development and change) program.**
- b. Word of caution – OLDC is a field birthed within and out of the Academy of Management and business schools which has been adopted over the years in fields of education. There are key scholars in the field and a handbook of organization development, organization leadership. Faculty if teaching in this program need to be aware of this, able to teach this, and know the resources/articles/publication modes in which some of the theory is birthed**
2. What are the faculty members' primary areas of interest and expertise? How important to the field is the work being done? Discuss any critical gaps.
- a. Critical gap in the faculty is that as a collective, they are education scholars. There is one faculty member that has a doctorate in organization management and leadership, which will be helpful in terms of context, organizational theory, and practice. This program is housed in a School of Education, but is written for a broad context of leadership that will span outside of the realm of education.**
- b. Key areas of concern are and questions to ponder:**
- i. How will faculty discuss leadership in context of business, healthcare, not-for profit organizations when their primary focus has been in the realm of education?**
- ii. Will the educational focus of faculty be a deterrent for prospective students outside of education? Would a potential student with an MBA fare well in this program as contextualized within faculty expertise and understanding?**
3. Assess the composition of faculty in terms of diversity (race, gender, seniority).
- a. Reviewing the proposal remotely, I am unable to know the race/ethnicity of faculty. However, the faculty seem to be diverse in content area, expertise, and understanding of cultural notions of education and education as an organizational system**
4. Evaluate faculty activity in generating funds for research, training, facilities, equipment, etc.
- a. Faculty are adept and highly active in the educational realm of publishing, grants, training, and a few have entrepreneurial experience with their own private consulting companies**
5. Assess the faculty in terms of size and qualification for the areas of specialization which are to be offered. Evaluate faculty workload, taking into consideration responsibility for undergraduate, master's, and other doctoral programs. What are plans for future staffing?
- a. The proposal was unclear in regards to actual teaching load of current faculty who will teach in the new doctoral program. This needs to be CLEARLY ARTICULATED within the School of Education and across the university.**
- i. For example, will doctoral faculty have a 3:3 load for fall and spring with summer being an overload term OR**
- ii. Will doctoral faculty be 12 month faculty because this is a 3 term per year program?**

- programs. Minor details could have an effect on recruitment, retention, and attrition.**
- ii. If Lehman has relationship with particular hotels, etc. please extend to students to help lower travel costs, etc**
3. Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?
 - a. **Diversity of students is addressed. With diverse populations being targeted, please keep in mind scheduling, time of day start/finish times, travel time, etc that may be a hindrance on students who may have other familial/work obligations**
 4. Assess the system for monitoring students' progress and performance and for advising students regarding academic and career matters.
 - a. **The new faculty/program director will be responsible for advising during the first year. This is a great idea for consistency, lowering attrition, BUT should only be a standard if there is help with recruitment, marketing, and program administration. The workload of this position is underestimated and if overloaded can be the detriment of student performance, etc**
 5. Discuss prospects for placement or job advancement.
 - a. **This cannot be quantified per se in an interdisciplinary program. However, the statistical breakdown of qualifications and doctoral education is sufficient**

IV. Resources

1. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries and research support, the number of faculty lines relative to student numbers and workload, support for faculty by non-academic personnel, student financial assistance, and funds provided for faculty professional development and activities, colloquia, visiting lecturers, etc.
 - a. **Budget provided is sufficient for faculty line creation. However, given this program is written in a broad context and interdisciplinary design, faculty as well as students will need professional development outside of traditional educational organizations such as AERA or UCEA for example. Faculty and students will need to attend more praxis/interdisciplinary organizations that broadly discuss, research organizational systems, organization development, and organization change.**
 - i. **THIS needs to be provided for prior to beginning of the program**
2. Discuss the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities, internship sites, and other support services for the program, including use of resources outside the University.
 - a. **Facilities as discussed are sufficient for a low residency program**
 - i. **University needs to consider costs that may be associated with retrieving resources for student who may potentially reside outside of NYC Burroughs**

V. Comments

1. 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.
 - a. **Strengths**
 - i. **Interdisciplinary**
 - ii. **Low Residency**
 - iii. **Part time – 52 credit**
 - iv. **Dissertation process**
 - b. **Weaknesses**
 - i. **Interdisciplinary degree and faculty expertise**
 1. **As stated, the faculty are not ODC scholars. This needs to be ironed out as to how this will be remedied**
 2. **A discussion needs to be had whether this is an education program that wants to research leadership or a true interdisciplinary program that wants to incorporate the field of ODC scholars as an area of expertise**
 3. **The letter recognition is unknown. EdOLDC. Will the degree say EdD with a focus on leadership and organization development and change? Consider that IF that wasn't the option.**
 - ii. **Program director**
 1. **Needs not to do ALL administration, advising, recruiting, etc. Need some part-time help to help with the recruiting, especially if recruiting at organizations and conferences**
2. In what ways will this program make a unique contribution to the field?
 - a. **If the major weakness is addressed, Lehman could be as desired the nexus in the NYC region as the leadership experts. But first have to research leadership from more than an educational space. Please review some of the schools and organizations to help couch the interdisciplinary nature of leadership and organization development**
3. Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.
 - a. **This degree option could work. It's innovative in the NYC region, but keep in mind there are many national programs (online and hybrid) that are doing ODC work and belong to ODC organizations. These programs may already have a recruiting strategy in your area. May be wise to explore. Here are some schools that have ODC at the doctoral level, low residency/online and focus on preparing scholar-practitioners**
 - i. **Antioch University**
 - ii. **Bowling Green State University**
 - iii. **Pepperdine**
 - iv. **American University**
 - v. **Fielding Graduate University**
 - vi. **Benedictine University**

**New York State Education Department
Office of Higher Education
Office of College and University Evaluation**

REPORT FORM FOR EVALUATION OF DOCTORAL PROGRAM PROPOSALS

Institution:	Lehman College of the City University of New York
Program Title:	Doctor of Education in Organizational Leadership, Development and Change
Date(s) of Evaluation:	January 2020
Evaluator(s):	Melissa L. Rocco, PhD

Overall, the submitted proposal for the EdOLDC program addresses the required content for an academic program proposal. The sections of this review outline areas of strength and opportunity for both the proposal format and the programmatic content. Recommendations for consideration are provided where applicable.

I. Program

Program Niche and Need

Per the program description, the EdOLDC program complements the current graduate education offered through Lehman College and other regional institutions, mainly by providing an interdisciplinary (transdisciplinary) approach to organizational theory and leadership studies. The EdOLDC program would be the first doctoral program in the department and school, offering an advanced degree option for its current students in master's-level programs in addition to prospective students throughout and beyond the College. Its interdisciplinary (transdisciplinary) nature also opens possibility for partnership in both research and teaching with the other doctoral programs at the College, as well as with other discipline-specific graduate programs interested in the application of organizational and leadership theory to their work. One potential area for further clarity would be adding an outline or summary of the other graduate programs in the department and school in one place in the proposal. These programs are mentioned collectively and at times individually throughout the proposal, but never in one place for ease of comparison. A brief summary of each program would more clearly indicate how the EdOLDC program fits into the current slate of offerings.

The data provided in the proposal outlining the nature of comparable graduate program offerings throughout the region show that the EdOLDC program is not only offering a unique

educational experience, but one with fewer credits to completion at a lower cost, increasing the program's accessibility to a wider range of potential students. The data provided in this proposal regarding the demands of the regional job market, the increasing diversity of the workplace, and the increasing complexity of challenges plaguing organizational life across industries support the relevancy of a program dedicated to equipping students with theoretical knowledge and practical skills for organizational management and modern leadership. Traditionally, programs covering such topics are discipline-specific, often limiting the body of literature, pedagogy, and perspectives accessible to its faculty and students. The EdOLDC program combines faculty expertise and coursework from a variety of disciplines, as well as theory and models that transcend disciplines, offering its students a more sophisticated, diverse, and strategic curriculum than a traditional discipline-specific program.

Curriculum Description and Mapping

Program focus. While providing course proposals and syllabi is helpful, the overall curriculum description could be enhanced by a more explicit outline of theory families, frameworks, and/or philosophies that guide the core learning and development goals of the program. For example, it appears the program focuses on three main learning and development domains: leadership studies and leader development; organizational culture and strategy; and scholarly and professional applications. It would be helpful to have a brief description of each of these areas separately, as well as how they fit together and why they were chosen as the focus for this program. It would also be helpful to see the proposed courses mapped to these overarching themes, perhaps outlining the core requirements within each theme as well as any potential elective choice within or across the themes. This is not the only way that the curriculum could be mapped to the learning and development goals, but some sort of thematic mapping beyond the program sequence provided would strengthen the proposal and program.

Further, the term “interdisciplinary” is used throughout the proposal to describe the general nature of the program, which is intended to provide students with knowledge and skills that are useful within various disciplines and career fields. While the nature of the program does appear to relate to more than one specific discipline, interdisciplinary does not fully articulate the holistic and generalizable nature of the program. In reviewing the course proposals more closely, it appears to be more *transdisciplinary* (as used earlier in this review), with a focus on theories, models, concepts, and practices that cross disciplinary boundaries, rather than uniting two or more specific disciplinary perspectives. While for some this may just be semantics, the synthesis of approaches articulated in this program really is one of its strongest and most attractive aspects and should be highlighted as accurately and prominently as possible. The term “transdisciplinary” has been gaining traction in academia, particularly in leadership education, where there has been a call to disconnect “leadership” from discipline and career field in an attempt to help reframe leadership as something accessible and practiced across contexts by anyone, rather than reserved for those within formal organizational structures or positions. This helps advance a narrative of leadership that is more inclusive and transformative, as it challenges the dominant assumption that leadership

is reserved only for those in positions of authority or responsibility, which have historically excluded those with marginalized identities.

Considering the stated social justice and social impact purpose of the EdOLDC program generally and two of the proposed courses specifically, combined with the scholarly interests of particular faculty members, the diversity of the prospective student population, and the overall diversity mission of the College, it is clear that the EdOLDC program is intended to have a focus on equity and social change. A review of the proposed course syllabi shows room for further incorporation of critical social theory and critical perspectives across the program (while still maintaining its primary purpose), particularly in courses dedicated to organizational theory, leadership theory, and group and team development. Curricula should be reviewed for opportunities to include readings and activities that challenge students to deconstruct dominant/privileged narratives of leadership, consider systems and structures that advance certain organizational practices and assumptions over others, and invites students to consider perspectives from a variety of cultures and communities. The current EdOLDC program design and content shows great opportunity to further prepare students to be agents of transformation and change in increasingly diverse and global organizational contexts.

Career preparation. Given that the program's core content focuses on the study of organizations and leadership applicable across contexts, some of the language regarding the types of roles or careers expected of the program graduates seems limiting. For example, this passage from the "purpose and goals" section of the proposal:

The curriculum is constructed to prepare students for positions of educational administrators, post-secondary teachers, administrative service managers, medical and health services managers, training and development specialists, executive directors in non-profit and/or community-based organizations, governmental agencies, hospitals and other related fields, as well as in K-12 and colleges/universities.

This list of specific roles and organizational types is listed off in a number of places in the proposal, likely with the intention of showing versatility. While it is certainly important to provide examples of the types of roles program graduates would be prepared to assume following completion of EdOLDC, the curriculum as outlined in this proposal would be advantageous for anyone looking to develop their capacity for change-making, innovation, and leadership in any organizational context. The list articulated above, then, seems too narrow, potentially preventing prospective students and faculty from seeing their potential for connection with the program. Language that indicates the program's versatility, possibility, and relevance, while also providing a list of example roles that graduates may take, would help more students, faculty, and staff understand the value of this program while still offering concrete information about the utility of the degree.

Dissertation process. The unique, professional-focus of the three-article dissertation process (TAD) seems to be a key differentiator for this program and a programmatic highlight. It is

appropriate for the intended student population and for a professional doctorate. The guided dissertation courses also outline a supportive research and writing process. While clear background information on the TAD is provided in the proposal, the explanation of the TAD process for the EdOLDC program seems to be divided up across a few locations throughout, rather than outlined comprehensively in any one place. For example, the three-article process is discussed separately from the participatory action research portion of the project (which in some places seems to be referred to as service-learning). The inclusion of professionals from local organizations on dissertation committees is discussed in yet another location. Ultimately, the proposal is missing a clear, complete picture of what TAD is, its various components, how it will be used in the program, and who will be involved in what way. Further, it would be helpful to elaborate on how the program coordinator and faculty might go about identifying and building partnerships with local professionals for dissertation committees, as well as a clearer description of the role they will play throughout the TAD process (e.g. advising responsibilities, assistance with proposal development, editing and review, etc.) Engaging professionals in the TAD process provides opportunities for career-focused advising that the faculty may not be able to provide (as mentioned in the proposal). Professionals could be involved in a number of meaningful ways beyond the traditional reviewer role of a dissertation committee member. This enhanced involvement could increase the desirability of the program with prospective students.

Course requirements and sequence. The program tracks students through a pre-determined course sequence. This provides a straightforward path to completion, and as articulated in the proposal, provides students with a term-by-term course load that is reasonable for students who are expected to be working full time while in the EdOLDC program. At the same time, the program may want to consider ways to provide for individual student choice in their coursework. If additional or alternate course work is not feasible for this program, then clearly outlining where students may have flexibility within the existing coursework or dissertation process would help enhance the program flexibility and innovation. This could also include outlining parameters and approval process for when a student may want to substitute a particular program requirement with another course offered outside of the EdOLDC program. With a goal to attract students from a variety of disciplinary and professional backgrounds, clearly articulating choice may assist with student recruitment and retention, in addition to provide more opportunity for collaboration with other programs.

Program Administration and Review

Faculty coverage for the EdOLDC program will be handled largely through the existing faculty members in the department and school, all of whom have teaching and research experience related to the course topics outlined for the program. The proposal also discusses plans to hire a new faculty member to serve as program coordinator and an additional faculty member, which signals a commitment to consistent and focused program administration, as well as a centralized place for student advising outside of the dissertation process. Though, the personnel list provided in the budget explanation does not appear to line up with the stated personnel structure throughout

the proposal. The proposal narrative notes utilizing current faculty plus a new program coordinator and one additional full-time faculty hire at the assistant professor level. The personnel list with salary structure includes an associate professor, additional adjunct faculty, and a full time instructional designer which are not mentioned in the proposal narrative. Clarification and consistency in the personnel structure is needed to fully understand how the program will be administered, particularly given that the additional hires are required in order to minimize impact on coverage for the already-existing graduate programs in the department and school.

Additional details regarding how EdOLDC students will advance through the program requirements would also be helpful. A term-by-term list of courses has been provided, but it is not clear if the cohort will be expected to take classes on-pace together or have more flexibility. It is also not clear if the cohort members will be in course sections exclusive to the EdOLDC program, or if students from other graduate programs in the department or school will also be allowed to take these courses. These enrollment considerations could have an impact on program administration and faculty load, in addition to student experience.

The proposal includes plans for continuing program assessment through the school's overall assessment plan. Specifically, the proposal names student satisfaction surveys, various modes of student formative and summative assessment within and across courses, graduate placement, course evaluations, and traditional reviewing of tenure and tenure-track faculty performance through administrative and peer evaluation. The outlined faculty administrative review appears to be for tenured and tenure-track faculty members only. Administrative review processes for non-tenure track and adjunct faculty should be made clear. There also does not appear to be a review process for the proposed instructional designer to be hired as a part of the EdOLDC staffing model.

II. Faculty

The faculty who have been identified for the EdOLDC program represent diverse professional and scholarly backgrounds, including but not limited to work in linguistics, counseling, education administration, culture and social justice, social work, urban education, teaching and learning, special education, communications, and organizational change. The job descriptions for new faculty hires indicate that applicants are required to have a doctoral degree in a field related to organizational leadership and management, along with a record of related scholarly and professional involvement. Two additional faculty hires with this specific expertise will help enhance the EdOLDC program's foundation in organizational/leadership studies, while the diverse disciplinary backgrounds of the current faculty will help maintain the interdisciplinary (transdisciplinary) focus of the program. It is advisable that the individuals hired to fill the new roles have as much of an interdisciplinary (transdisciplinary) approach to their work as possible, given that on the whole, the current program faculty appear to have more discipline-specific experience.

Overall, the School of Education and CLLSE department seems prepared to add this new doctoral program to its offerings. The faculty have experience advising doctoral students as well as chairing and participating in doctoral dissertation and theses processes. In addition to their previous course design and teaching experience, the graduate courses they currently teach at the College with similar subjects to those being proposed for the EdOLDC program suggest they are more than capable of creating a high quality instructional experience. Records of active scholarly and professional engagement in their respective fields and disciplines is also on par with what would be expected of doctoral program faculty. Faculty service to the institution and their respective fields is also evident. They also demonstrate much experience with applying for and receiving grants for their work. Position levels of the current faculty skew toward more senior titles; however, the addition of the proposed new hires will help balance the faculty leveling.

Information regarding the roles, responsibilities, and desired experience for the proposed adjunct faculty and instructional designer are not outlined in the proposal. Information regarding the program's intention and expectation for these hires would help illuminate the full capability and potential of the faculty and staff as a unit.

Faculty members' social identities cannot and should not be assumed by the written materials provided in this proposal. Though, given the College's commitment to diversity and equity and the EdOLDC's programmatic interest in social good and social justice, it is advisable that the current faculty prioritize diversity as they continue to hire new colleagues.

The outlined faculty/personnel plan appears to be sufficient for the volume of course offerings when considering EdOLDC as a single program, though additional information about faculty commitment would be helpful, including: expected course load per term per faculty member; expected advising load per faculty member; and faculty member commitment to other academic programs and courses outside of the EdOLDC, including course load and advising responsibilities to those programs. As noted previously, clarity around the role of adjunct faculty members would also be helpful, both for understanding faculty expertise and determining adequate coverage. Additional information regarding faculty workload as it pertains to program administration is covered in the previous section ("Program").

III. Students

Student Population

The EdOLDC program intends to attract working professionals from a variety of industries and fields with earned master's degrees who are looking to advance their careers by taking on the responsibilities of leadership and organizational transformation. With its interdisciplinary (transdisciplinary) curriculum and learning and development focus, the program would attract students interested in gaining knowledge and developing competency beyond traditional management or job-specific duties, toward more complex organizational challenges and visionary-

focused leadership. In this way, the program is designed to prepare students for long-term success as change-makers, educators, developers, and innovators within their respective fields.

The proposal includes a robust analysis of the prospective student population for the program, informed by research through the analytics company Burning Glass on the local and regional demand for such a program, as well as through a survey of current graduate students in masters-level programs in the department. The data provided illustrate adequate need and interest from prospective students within the College's geographical reach. Highlights of the analysis include: time to degree completion and cost both being within a range deemed manageable by prospective students; the low-residency hybrid modality satisfies diverse students' articulated learning and logistical needs; and an increasing trend in fields with job postings requiring a doctoral degree.

The analysis of the prospective student population indicates an anticipated application number and admitted student cohort size across the first five years of the program. A clear admissions process has been outlined and appears appropriate for the focus of this particular doctoral program and in line with expectations generally for doctoral program admission. The proposal does not seem to include details of an overall student recruitment plan. The section titled "Recruitment and Retention of Candidates from Historically Underrepresented Groups" appears to include statements from the College's overall diversity commitment. The statements do not address the process of recruitment for this particular graduate program. Discussion of a general recruitment plan that includes specific steps to recruit a diverse applicant pool should be added to the proposal.

Student Progress and Advising

Plans for assessing student progress as outlined in the proposal are sufficient and appropriate. These plans include the use of both formative and summative assessment through course-based evaluation methods, the three-article dissertation (TAD) process, and student GPA monitoring. The process and resources for student academic advising, including the role of a program coordinator to monitor progress through coursework and the dissertation process, are clearly addressed in the program proposal. Suggestions for enhancing the dissertation advising process and discussion of the academic advising model are included in the "Program" section of this review.

While general services from the College career center are outlined in the proposal, it is not clear that the center is equipped to properly assist seasoned professionals who are pursuing doctoral studies in their career exploration and job searching. As the EdOLDC program would only be the second doctoral program at Lehman, career services for doctoral students may need to be addressed more specifically. While faculty passing along job openings or making connections informally is helpful (as addressed in the proposal), the program may want consider additional co-curricular or networking experiences designed specifically for students in the EdOLDC. Partnerships with local chapters of national professional associations and leadership-focused

organizations, including but not limited to those listed in this proposal, may be helpful with this endeavor. If there are additional services and expertise within the College's career center that do address the needs to professional doctoral students, then those should be named in the program proposal.

Job Placement and Advancement

Prospects for job placement and advancement are demonstrated through the Burning Glass data analysis discussed earlier, which indicates a steady increase in the number of job postings requiring a doctoral degree across career fields in the region. The data also show that the job types for which graduates of the EdOLDC program would qualify are at the lowest risk of being replaced by automation, and that those jobs types are increasing in number. From a more developmental standpoint, the program faculty have shown commitment to student job placement by making successful connections between employers in their networks and graduating students. Prospects for job placement and advancement would be enhanced by more purposefully integrating the professionals on dissertation committees into the student experience (see recommendation in the "Program" section above), as well as by outlining more purposeful career services for doctoral students per the recommendation discussed earlier in this section of the review.

IV. Resources

The program proposal provides a clearly outlined budget and revenue projection for five years out from program inception. Projections support the hiring of two additional faculty members and cover professional development and other co-curricular activities. The projections also indicate the program's self-sustainability after the five-year mark. Financially, it appears that the program will be able to support one full-time faculty member, one part-time faculty coordinator, two adjunct faculty members, and a full-time instructional designer. As noted earlier in this review ("Program" and "Faculty" sections), there appears to be some discrepancy between the description of faculty coverage in the written narrative of the proposal and the listed faculty lines in the program budget. These should be reconciled and clarified for better understanding of faculty coverage for the program. In addition, some courses in the EdOLDC program will be taught by faculty members whose lines are covered by other programs in the department. As mentioned earlier in this proposal ("Program" and "Faculty" sections), more detail is needed to clarify course loads and what responsibility (if any) these additional department faculty members will have for advising EdOLDC students. Further, the proposal indicates the inclusion of two appendices (F and G) that outline further budgetary details; however, those appendices do not currently appear in this version of the proposal. Though, based on the information provided, the program does seem financially sustainable.

Given the low-residency nature of the EdOLDC program, impact on existing department and college facilities would be minimal. Considering both the outlined resources in the proposal combined with the department and College experience running successful online graduate

programs, current facilities appear to include the classroom, technology, and library resources sufficient for the needs of an online/blended modality program. The online access to texts and journals appears to be sufficient for student access throughout both coursework and the dissertation process. Department and College connections to local and regional organizations fostered and maintained through the faculty and other graduate programs appear to provide ample opportunity for EdOLDC students to develop partnerships for research and internships as appropriate.

General Proposal Format

The proposal format could benefit from additional review and edit. While a complete review for clarity, cohesion, organization, and grammar would be advised, specific areas to address include the following:

- The purpose of the program is addressed in a number of places throughout the proposal (abstract, executive summary, main text), though appears inconsistent across these instances. One clear, consistent purpose statement should be developed and used across communication channels both internally and externally. Any elaboration on the purpose statement should be reserved for the main text of the proposal.
- While the main text of the proposal is generally organized and clear, the executive summary and abstract appear to be less polished. Specifically, both sections are overly wordy or detailed in some places, causing confusion without the context of the main text. Ideally, the executive summary and abstract would offer a clear and accurate overview of the proposal without the accompanying main text. Both sections require further editing and should include the most clear and strategic information in order to achieve their intended purpose.
- Wording from the mission of Lehman College and the Lehman Urban Transformative Education (LUTE) seem to be included without context in certain places throughout the proposal. For example, it appears that wording from both have been tacked onto lists of program goals. It would be clearer to reserve explicit connections to the mission and LUTE in the part of the proposal already dedicated to making these connections. Attaching wording onto the list of goals can appear superficial or obligatory and detracts from the intention and thought that was likely put into creating the goal statements for the program.
- As mentioned earlier in this review, the description of the three-article dissertation (TAD) process is never discussed in full in any one place, which would leave any reader unfamiliar with TAD confused about its utility and benefits. Centralizing this complete description at a point in the proposal prior to referencing pieces of the process would be helpful.

V. Comments

Overall, the EdOLDC proposal outlines a unique and beneficial doctoral program. The interdisciplinary (transdisciplinary) nature of the program aligns with modern approaches to leadership and organizational studies, which will appeal to a broad audience of potential students and organizational partners and increases the potential impact that the program could have on the region. The financial and faculty models appear solid and sustainable. The proposed courses and course sequence are appropriate and thoughtful. Additional proposal editing is needed, largely for clarity, with particular attention paid to the areas for improvement outlined in this review. Recommendations to enhance the proposed curriculum and structure or fill information gaps have also been included. Though at its core, the EdOLDC program appears quite solid and should make a valuable addition to graduate education at Lehman College.

APPENDIX L**College Response to External Evaluation**

After carefully reviewing Dr. McClellan's and Dr. Rocco's evaluation reports, the following are the ways that we addressed their suggestions organized by each major section of her report:

A. Program Purpose, Design, and Administration

Comment: Reviewers noted that since the program is designed to prepare students for “business,” the notion of leadership should/must encompass avenues of leadership definition and contextualization that extend beyond that of traditional educational leadership.

- Response: The narrative has been enhanced in relevant locations to include additional disciplines beyond educational leadership to include thought leadership from fields of psychology, social sciences, humanities, and management. Additional resources have been added that include in relevant courses from the Academy of Management Journal and the Journal of Leadership Studies, the peer-reviewed journal of the International Leadership Association.

Comment: Reviewers suggested that the competitive analysis look at specific programs they identified outside the NY region.

- Response: Reviewers suggested nine additional programs to review and potentially include in analysis. After reviewing suggested programs, curriculum was compared to proposed Lehman curriculum and generally proved to be comparable. As a result of this review, additional business-related resources were added to selected courses. From a market perspective, none were perceived to be competitors for the identified student population for the Lehman program for one of the following reasons:
 - They were ground-based programs and were out of the NY-NJ-CT metropolitan region
 - They were hybrid program but had a heavy (more than three meetings) ground component outside the region
 - They were comparable but program cost was greater than 1.5x Lehman cost
 - They were comparable but had greater than 1.5x required number of credits
 - While noted for leadership studies, they did not have EdD or PhD offerings

Comment: The reviewers agreed that the community or regional need for students to be prepared to lead organizations is immense. However, they felt that it was unclear of the perception of a degree with the initials EdOLDC would truly be interdisciplinary and would be perceived as meeting this need.

- Response: Professional doctorates such as EdD have become more prevalent and have become attractive academic paths for professionals outside of education in related fields. To more clearly illustrate the interdisciplinary nature of the program, job descriptions have

been clarified and enhanced to show requirements for new hires to have significant expertise in organizational leadership from outside the traditional educational leadership body of knowledge. Specifically, job requirements now request potential hires to include candidates with Organizational Leadership and Change (or similar) degrees from related programs of study. Additionally, the program concept and curriculum have been reviewed by an Advisory Board of academics, professionals and employers to assure program meets specified intent.

Comment: One of the reviewers thought the proposal reflected more of a transdisciplinary approach rather than an interdisciplinary approach.

- Response: The terms multidisciplinary, interdisciplinary and transdisciplinary are increasingly used in the literature but are ambiguously defined and interchangeably used. Transdisciplinary integrates the natural, social and health sciences in a humanities context and transcends their traditional boundaries. Interdisciplinary goes beyond a humanities context. Given we are looking to include adjuncts, committee chairs and potentially full-time faculty hires with organizational leadership perspectives based on frameworks developed from other disciplines, the department is comfortable describing the program as interdisciplinary.

Comment: The reviewers agreed that this program would be attractive to students from a variety of Masters level disciplines. They thought that a more explicit mapping of Lehman programs and a sampling of other areas programs would substantiate this point.

- Response: A list of relevant programs at Lehman College has been compiled, with links to locations on the website with descriptions if anyone wants to review these in greater detail. Also included is a sampling of programs from other local institutions to provide even more context. A new "Table 1" has been inserted into the narrative.

Comment: One reviewer suggested that the overall curriculum description could be enhanced by a more explicit outline of theory families, frameworks and/or philosophies that guide the core learning and development goals of the program.

- Response: This was found to be a helpful suggestion; however, the department believes it is too detailed at this early stage. This guidance will be provided to the subject matter experts as input when the specific courses are developed.

Comment: The reviewers noted that some of the language regarding the types of roles or careers expected of the program graduates seemed limiting.

- Response: The original draft framed careers in terms of job titles. Language has been expanded to reflect a variety of positions in occupational SECTORS (rather than specific job titles, which can definitely be limiting) for anyone looking to develop their capacity for change-making, innovation and leadership in any organizational context.

Comment: The reviewers noted that the unique, professional-focus of the Three-Article Dissertation process (TAD) seemed to be a key differentiator for this program and a programmatic highlight. That said, they wanted to assure that readers were provided a brief summary of this approach in the context of this proposal.

- Response: An appendix describing the TAD has been added.

Comment: The program tracks students through a pre-determined course sequence. The program may want to consider ways to provide for individual student choice in their coursework.

- Response: The authors found this to be a valid observation. The program will be initiated with a fixed sequence of courses and will expand at a later point in time to include additional tracks. This will be informed by a combination of the faculty hires and the backgrounds and aspirations of the doctoral candidates the program attracts.

B. Faculty

Comment: The reviewers felt that as a collective, although faculty have experience and are well qualified to supervise doctoral students, they are not all organizational leadership and organization development scholars per se

- Response: Job descriptions for new hires have been clarified and enhanced to require candidates have significant expertise in organizational leadership from outside the traditional educational leadership body of knowledge. Specifically, job requirements now request potential hires to include candidates with Organizational Leadership and Change (or similar) degrees from related programs of study. Additionally, the proposal reinforces the intent to establish an adjunct pool of leadership professionals in occupational sectors outside of Education, as well as individuals with perspectives obtained in organizational leadership and change management programs outside of Education.

Comment: Recognizing that students will enter the program from a variety of disciplinary backgrounds, reviewers wanted to assure that the program participants will see the interdisciplinary nature of the faculty.

- Response: Due to the universal nature of organizational leadership, perspectives from multiple disciplinary backgrounds will enhance the learning for candidates coming from a variety of masters-level disciplines. The faculty will not only represent frameworks developed and discussed in education, but also will represent perspectives, both academic and professional. Faculty from outside the School of Education, with formal training and a publication history in organizational leadership, as well as professionals in occupational sectors with organizational leadership/change management academic training and perspectives obtained in programs from outside of the field of education, will be brought in to enhance the interdisciplinary strength of this program. This has been clarified, within the proposal, using explicit language that addresses non-educational faculty and criteria established for professional adjuncts who will be teaching in the program.

Comment: The proposal was unclear in regards to actual teaching load of current faculty who will teach in the new doctoral program.

- Response: This has been addressed with the inclusion of the NYSED Faculty Table in Appendix F.

Comment: Reviewers acknowledged hiring of new faculty/program director six months ahead is a very good idea. However, they felt assistance for administrative, recruitment, and marketing activities for this program would be advisable.,

- Response: The program design was modified to provide additional support to the program coordinator by relevant full-time departmental faculty in the areas of administration, recruitment and marketing.

Comment: The reviewers felt qualifications for adjuncts should include membership in a variety of organizational leadership-related professional organizations to support the interdisciplinary nature of the program.

- Response: Adjunct job descriptions will explicitly call for inclusion of membership in professional organizations such as the Academy of Management (AoM), the Organizational Development Network (ODN), the American Management Association (AMA) and the International Leadership Association (ILA), as additional criteria to identify part-time faculty.

Comment: There were some inconsistencies between the narrative and the budget tables as it related to program personnel.

- Response: The role of Instructional Designer and a more explicit acknowledgement of additional part-time faculty has been added in the narrative. Additionally, inclusion of the NYSED Faculty Table also has addressed this observation.

Comment: The outlined faculty administrative review appears to be for tenured and tenure-track faculty members only. Administrative review processes for non-tenure track and adjunct faculty should be made clear. There also does not appear to be a review process for the proposed instructional designer to be hired as a part of the EdOLDC staffing model.

- Response: This is a helpful observation. Explicit language has been added to the narrative to provide for instructional supervision of part-time instructors and the evaluation of the Instructional Designer to ensure the integrity of the program is maintained.

Comment: Administrative review processes for non-tenure track and adjunct faculty should be made clear.

- Response: Explicit language has been added that addresses non-educational faculty and criteria established for professional adjuncts who will be teaching in the program.

C. Students

Comment: A term-by-term list of courses has been provided, but it was not clear to reviewers if the cohort will be expected to take classes on-pace together or have more flexibility. The reviewers wanted more detail about regarding how EdOLDC students will advance through the program.

- Response: The intended structure is a sequenced, cohort based-program. For students who might have to stop out, accommodations will be made to work with students to find equivalent courses in Lehman, find equivalent courses in the CUNY portfolio, establish an independent study or wait for the next cohort cycle.

Comment: Ancillary costs to students associated with the program, such as travel for those outside of commuting distance for three residencies, need to be more clearly stated.

- Response: This is important to point out, as it will factor in enrollment decisions for remote students outside a "commutable" distance from Lehman. This has been addressed explicitly in the narrative (and will be included in the marketing materials) to ensure transparency of estimated full program costs. Lehman will make available relationships they have with particular hotels and any travel carriers to ensure students can minimize travel costs, associated with traveling to and from residencies.

Comment: The proposal does not seem to include details of an overall student recruitment plan.

- Response: The general framework for recruitment has been addressed. It is more appropriate to develop this level of detail when the program coordinator is brought on board, where he/she can develop the tactical requirements to ensure recruitment meets anticipated needs. That said, for the sake of this proposal, specifying who will develop this recruitment plan is appropriate (e.g., graduate admissions, along with the school, department and program coordinator) and has been added in the narrative.

D. Resources

Comment: While general services from the College career center are outlined in the proposal, it is not clear that the center is equipped to properly assist seasoned professionals who are pursuing doctoral studies in their career exploration and job searching.

- Response: This is a helpful suggestion. The department chair will initiate conversations with Lehman's Career Center to determine what additional resources and strategies can be employed to work with doctoral students. Explicit language has been added to the narrative to address this.

Comment: Given this program is written in a broad context and interdisciplinary design, faculty as well as students will need professional development outside of traditional educational organizations.

- Response: CUNY, the college, the school and the department all offer funding opportunities to support faculty and student professional development. The EdOLDC program will be considered in these conversations, similar to the support provided for other programs, once the program is initiated.

E. Other

Comment: A discussion needs to be had whether this is an education program that wants to research leadership or a true interdisciplinary program that wants to incorporate the field of ODC scholars as an area of expertise.

- Response: This is a true EdD interdisciplinary program that wants to incorporate the field of organizational development scholarship as an area of expertise. The program is not a PhD program, which would focus on researching leadership. The proposal was reviewed to assure that there was no ambiguity as to this goal.

Comment: The letter recognition “EdOLDC” is unknown. Will the degree say EdD with a focus on leadership and organization development and change?

- Response: This will be a true EdD degree and the official title will be “EdD in Organizational Leadership, Development and Change.” EdOLDC is used for internal purposes only.

APPENDIX M

Industry Support Letters



March 2, 2020

Dear Dr. Qian:

I am pleased to write this letter of support for the new Doctor of Education in Organizational Leadership, Development and Change (EdOLDC), which will be offered by Lehman College's School of Education. The proposed doctoral program is an important undertaking.

As the Executive Director of the Hunts Point Alliance for Children (HPAC), a community-based youth and family service organization in the South Bronx, I know how important it is for future leaders to have a grounding in both academic and practical skills. In today's nonprofit environment all direct service providers, particularly leadership, must solve increasingly complex and intersectional issues and to be able to demonstrate impact, background in theory of management and leadership is key. In addition to leading HPAC, I also have been a Faculty Mentor for the past three year of the Masters of Organizational Leadership at Lehman. In this role, I have worked with students on research projects that applied the theory they were learning in core classes to challenges they observed in the workforce. Through this experience, I have read many of the syllabi of the core courses and am consistently impressed with the way that the MSOL classes are able to balance breadth and depth to provide exactly the background of theory and application necessary in today's mission-driven workplaces. As both an instructor in the MSOL program and having been involved in the advisory process for curriculum for the Doctorate program, I am confident the EdD program will exemplify that same balance and can attest to both the quality of the proposed curriculum and the potential of enrollment in a program that is very likely to be in high demand.

Lehman's delivery of this program in a low- residency format will enable it to attract learners from not only a traditional Bronx-based population but also reach participants from neighboring counties, as well as adjacent areas in New Jersey, Connecticut and Pennsylvania. As a result, this program has the potential to have both local and regional impacts.



The extended reach of the program will be attractive to professionals working in the many public and private school systems, hospitals, non-profit and/or community-based organizations, industrial companies, city agencies, state and county agencies and social service organizations in the New York Standard Metropolitan Statistical Area. The EdOLDC program will prepare students to lead organizations that serve the community in a complex and constantly shifting environment, improve practices and ensure sustainability, through its emphasis on **research, collaboration, social responsibility, innovation and applied practice**. In order to assure sustainability for these organizations, a need for practitioner-scholar leaders who can synthesize macro-level forces has emerged.

I believe that graduates of the program will have the skills to help the impact-focused organizations in which they work reflect, growth, and deepen both the scale or quality of their programming. Graduates will have the ability to ask the right question at the right time in response to the real-world situations in front of them with the ability to draw from best practices and their experiences within the academic world.

I am willing continue to serve on an advisory board, encourage promising candidates in my professional network, organization and community to enroll, participate as a guest speaker and/or coordinate with Lehman faculty as EdOLDC students conduct research and develop their dissertation. I am fully supportive of the EdOLDC proposal and look forward to playing a role in this leadership doctoral program.

Sincerely,

A handwritten signature in black ink that reads "Jill Roche Gomez". The signature is written in a cursive style with a large, sweeping "J" and "G".

Jill Roche Gomez
Executive Director



March 3, 2020

Dear Dr. Qian:

I am pleased to write this letter of support for the new Doctor of Education in Organizational Leadership, Development and Change (EdOLDC), which will be offered by Lehman College's School of Education. The proposed doctoral program is an important undertaking.

Based on over 40 years in the educational sector, I can attest to both the quality of the proposed curriculum and the potential of enrollment in a program that is very likely to be in high demand. This program at a highly regarded CUNY college with a relevant program has long been needed.

Lehman's delivery of this program in a low- residency format will enable it to attract learners from not only a traditional Bronx-based population but also reach participants from neighboring counties, as well as adjacent areas in New Jersey, Connecticut and Pennsylvania. As a result, this program has the potential to have both local and regional impacts. The extended reach of the program will be attractive to professionals working in the many public and private school systems, hospitals, non-profit and/or community-based organizations, industrial companies, city agencies, state and county agencies and social service organizations in the New York Standard Metropolitan Statistical Area. The EdOLDC program will prepare students to lead organizations that serve the community in a complex and constantly shifting environment, improve practices and ensure sustainability, through its emphasis on research, collaboration, social responsibility, innovation and applied practice. In order to assure sustainability for these organizations, a need for practitioner-scholar leaders who can synthesize macro-level forces has emerged. In my role as the Executive Director of the Center for Bronx Nonprofits, I work with many nonprofit leaders from diverse sectors, who have shared their interest in just such a program. The Bronx alone is home to over 750 nonprofits with employees interested in expanding their knowledge base as they grow in their careers.

I believe that graduates of the program will be better prepared and more confident as they advance to higher managerial positions.

I am willing to serve or continue to serve on an advisory board, encourage promising candidates to enroll, participate as a guest speaker and/or coordinate with Lehman faculty as EdOLDC students conduct research and develop their dissertation. I am currently a mentor in the MSOL program and I would be very interested in working with students in this new program. I am fully supportive of the EdOLDC proposal and look forward to playing a role in this leadership doctoral program.

Sincerely,
Eileen Newman
Executive Director, Center for Bronx Nonprofits

Eugenio María de **Hostos Community College** of the City University of New York
Division of Continuing Education & Workforce Development
560 Exterior Street, Bronx, New York 10451





College of Education and Human Services
Office of the Dean
973-655-5167
Fax: 973-655-7638

Tuesday, March 3, 2020

Dear Dr. Qian:

I am pleased to write this letter of support for the new Doctor of Education in Organizational Leadership, Development and Change (EdOLDC), which will be offered by Lehman College's School of Education. The proposed doctoral program is an important undertaking.

Having been involved in the development of leadership programs, including the highly successful MS in Organizational Leadership program at Lehman College's School of Education, I can attest to both the quality of the proposed curriculum and the potential of enrollment in a program that is very likely to be in high demand.

Lehman's delivery of this program in a low- residency format will enable it to attract learners from not only a traditional Bronx-based population but also reach participants from neighboring counties, as well as adjacent areas in New Jersey, Connecticut and Pennsylvania. As a result, this program has the potential to have both local and regional impacts.

The extended reach of the program will be attractive to professionals working in the many public and private school systems, hospitals, non-profit and/or community-based organizations, industrial companies, city agencies, state and county agencies and social service organizations in the New York Standard Metropolitan Statistical Area. The EdOLDC program will prepare students to lead organizations that serve the community in a complex and constantly shifting environment, improve practices and ensure sustainability, through its emphasis on research, collaboration, social responsibility, innovation and applied practice. In order to assure sustainability for these organizations, a need for practitioner-scholar leaders who can synthesize macro-level forces has emerged.

I believe that this program will not only enhance the career options of its graduates, but it will help foster a network of leaders who will seamlessly identify opportunities for collaboration across industries. Indeed, because of its wide appeal across several disciplines, this program will play a pivotal role in fulfilling the College's mission of "providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities."

I am committed to continue serving on the advisory board, recommend prospective candidates (some of whom are my former graduate students), participate as a guest speaker and/or coordinate with Lehman faculty as EdOLDC students conduct research and develop their dissertation. I therefore, offer my

strongest endorsement of the EdOLDC proposal and look forward to playing a role in this leadership doctoral program.

Sincerely,

A handwritten signature in blue ink that reads "Benjamin A. Manyindo". The signature is written in a cursive style and is positioned above a light blue rectangular background.

Benjamin A. Manyindo
Director, Off-Site & Special Programs
College of Education & Human Services
Montclair State University



Office of the Superintendent for Citywide Transfer High Schools

198 Forsyth Street New York, N.Y. 10002 (646) 654-1261
Paul Rotondo, Superintendent John Sullivan, Deputy Superintendent

March 5, 2020

Dear Dr. Qian:

I am writing this letter of support for the new Doctor of Education in Organizational Leadership, Development and Change (EdOLDC), which will be offered by Lehman College's School of Education.

This proposed doctoral program is an important undertaking, and will have significant value to the community. I have been an educator with the NYC Department of Education for over 25 years and have held many school-based and district positions. Before I joined this District Office, I was the founding principal of a successful Transfer High School in the South Bronx. Currently, I am the Senior Director of Enrollment and Admissions for the Citywide Transfer High School Superintendent, which oversees over 50 schools across the Five Boroughs here.

Because of my wide range of experience, I believe that I am uniquely qualified to speak to the quality of the proposed curriculum and the potential for enrollment in this program which I believe will be in high demand in our Bronx communities and beyond.

Lehman's plan for a low-residency delivery format of this program attract learners from not only a traditional Bronx-based population but also reach participants from neighboring counties, as well as adjacent areas in New Jersey, Connecticut and Pennsylvania. As a result, this program has real potential to impact locally as well as regionally across our area.

Increasingly, school leaders are expected to work with many public and private organizations across the city. This program will prepare current and aspiring school and community based leaders. The extended reach of the program will be attractive to professionals working in the many public and private school systems, hospitals, non-profit and/or community-based organizations, industrial companies, city agencies, state and county agencies and social service organizations in the New York Standard Metropolitan Statistical Area.

The EdOLDC program will prepare students to lead organizations that serve communities in a complex and constantly shifting environment, improve practices and ensure sustainability, through its emphasis on research, collaboration, social responsibility, innovation and applied practice. In order to assure sustainability for these organizations, a need for practitioner-scholar leaders who can synthesize macro-level forces has emerged.



Office of the Superintendent for Citywide Transfer High Schools

198 Forsyth Street New York, N.Y. 10002 (646) 654-1261
Paul Rotondo, Superintendent John Sullivan, Deputy Superintendent

I believe that graduates of the program will be prepared to excel not only within their current organizations, but the skills and theoretical foundations laid in this program will enable graduates to impact the communities in which they live and work for the duration of their career and beyond.

I am completely committed to supporting this program and am willing continue to serve on an advisory board, encourage promising candidates to enroll, participate as a guest speaker and/or coordinate with Lehman faculty as EdOLDC students conduct research and develop their dissertation. I am fully supportive of the EdOLDC proposal and look forward to playing a role in this leadership doctoral program.

Sincerely,

Anne Fennelly

Anne Fennelly
Senior Director of Enrollment and Admissions
Office of the Superintendent for Citywide Transfer High Schools

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Business, MS

Hegis Number: 0502

Program Code: 32786

Effective Term: Spring 2021

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

2. **From:**
Business, M.S. Program

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or e-business. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Students wishing to do so may complete the degree program entirely online by taking online courses only.

Admission to the Program:

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

They must have completed:

- 6 credits in Accounting;
- 6 credits in Economics; and
- 6 credits in ~~MAT132/BBA 303 and 403 (or equivalent)~~

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement. ~~International students on F1 visa students can take only one online course in a semester to maintain full-time student status but are eligible to participate in the online-format programs from their home countries.~~

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students may complete their degree requirements within twelve to eighteen months, through in person and/or online courses.

Academic Excellence Fees for the Master of Science in Business are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Course Requirements for the MSB degree are as follows:

Core Courses Requirement: 12 credits

	Credits
MSB 700 Organizational Behavior	3
MSB 701 Quantitative Analysis for Managers	3
MSB 702 Economic Analysis for Managers	3
MSB 703 Computer-Based Information Systems for Managers	3

Major Field Requirement: 12 credits

Completion of a block of 4 courses in one area of specialization:

Finance:	Credits
MSB 710 Investment Analysis	3
MSB 711 Capital Budgeting	3
MSB 712 Financial Statements Analysis	3
MSB 713 International Financial Management	3

Human Resources Management:	Credits
MSB 730 Human Resource Management	3
MSB 731 Employee Training and Development	3
MSB 734 International Human Resource Management	3
MSB 735 Labor Management Relations	3

International Business:	Credits
MSB 720 Managing in a Global Environment	3
MSB 713 International Financial Management	3
MSB 722 International Marketing Management: Culture, Law, and Politics	3
MSB 734 International Human Resource Management	3

Marketing:		Credits
MSB 720	Managing in a Global Environment	3
MSB 721	Applied Marketing Research	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 723	Contemporary Issues in Marketing	3

E-Business:		Credits
MSB 720	Managing in a Global Environment	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3

International Business, Marketing, and E-Business Specializations: No students will be admitted to the International Business, Marketing or E-Business specialization until further notice.

Capstone Seminars: 6 credits

		Credits
MSB 795	Seminar in Strategic Management	3
MSB 796	Seminar in Ethical Issues in Management	3

**3. To:
Business, M.S. Program**

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or e-business. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Students wishing to do so may complete the degree program entirely online by taking online courses only.

Admission to the Program:

Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad. They must have a minimum grade point average of 3.0 (B) or a minimum GPA of 2.8 (B-) with at least two years of supervisory or managerial experience in the area of study.

They must have completed:

- 6 credits in Accounting;
- 6 credits in Economics; and
- 6 credits in Statistics

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement. The online-only MS program option is not available to students studying on an F1 Visa as they may take only one online course in a semester to maintain full-time student status. However, international students are eligible to participate in the online-format programs from their home countries.

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students may complete their degree requirements within twelve to eighteen months, through in person and/or online courses.

Academic Excellence Fees for the Master of Science in Business are as follows: \$65.00 per credit up to a maximum of \$325.00 per semester.

Course Requirements for the MSB degree are as follows:

Core Courses Requirement: 12 credits

	Credits
MSB 700 Organizational Behavior	3
MSB 701 Quantitative Analysis for Managers	3
MSB 702 Economic Analysis for Managers	3
MSB 703 Computer-Based Information Systems for Managers	3

Major Field Requirement: 12 credits

Completion of a block of 4 courses in one area of specialization:

Finance:	Credits
MSB 710 Investment Analysis	3
MSB 711 Capital Budgeting	3
MSB 712 Financial Statements Analysis	3
MSB 713 International Financial Management	3

Human Resources Management:	Credits
MSB 730 Human Resource Management	3
MSB 731 Employee Training and Development	3
MSB 734 International Human Resource Management	3
MSB 735 Labor Management Relations	3

International Business:	Credits
MSB 720 Managing in a Global Environment	3

MSB 713	International Financial Management	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 734	International Human Resource Management	3

Marketing:		Credits
MSB 720	Managing in a Global Environment	3
MSB 721	Applied Marketing Research	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3
MSB 723	Contemporary Issues in Marketing	3

E-Business:		Credits
MSB 720	Managing in a Global Environment	3
MSB 722	International Marketing Management: Culture, Law, and Politics	3

International Business, Marketing, and E-Business Specializations: No students will be admitted to the International Business, Marketing or E-Business specialization until further notice.

Capstone Seminars: 6 credits

		Credits
MSB 795	Seminar in Strategic Management	3
MSB 796	Seminar in Ethical Issues in Management	3

4. Rationale:

This change in admissions is to permit candidates who have lower undergraduate GPAs, but have since gained managerial or supervisory experience in the area of study, to be considered. This change also recognizes that industry knowledge and experience in the field is very valuable especially when shared through classwork and discussions. Having a diverse group of students, some with practical experience in the field, should make the classroom learning richer and more interesting for all students.

Given that applicants to the program include graduates from other institutions, it is sufficient that they fulfill the six credits of statistics and not the Lehman statistics courses.

Lastly, a clearer statement is needed to guide potential international student applicants on the online-only MS program. Those students who will need F1-visa to come and study in the U.S. cannot be considered for this program, since they must take more than one online course per semester to maintain their full-time student status. However, they may study online from their home country.

5. Date of departmental approval: February 27, 2020

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

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Masters of Science in Secondary Science Education, Science Education Sequence 2

Hegis Number: 0834

Program Code: 92094

Effective Term: Spring 2021

1. **Type of Change**: Change in Degree Requirements

2. **From**:

Science Education M.S.Ed. Program

This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, earth science, general science, and physics.

To be eligible for the Science Education Master's Program, potential students must fall into one of the following categories:

Sequence 1: For candidates who have, or are eligible for, Initial Certification in subjects other than science and who seek certification as science teachers.

Sequence 2: For candidates who have completed at least 36 credits in biology, chemistry, geology, or physics, but who lack professional education coursework and who seek Initial Certification.

Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, earth science, general science, or physics, Grades 7-12, from New York State.

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).
4. For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

Science Education Degree Requirements

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program.

Students must complete one of the three sequences outlined below.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 2 (42-48 credits)

Core Education Sequence (18 credits):

ESC 501	Psychological Foundations of Education	3cr
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3cr
ESC 519	Teaching Science in Middle and High School	3cr.
ESC 529	Language and Literacies Acquisition in Secondary Education	3cr.
ESC 596	Student Teaching in the Middle and High School Grades	3cr.
ESC 612	Seminar in Secondary Student Teaching.	3cr.

Curriculum and Instruction (12 credits):

ESC 506	Special Needs Education in TESOL and Secondary Settings	3cr
ESC 755	Teaching the Historical Development of Science	3cr
ESC 767	The Museum as a Resource for Teaching Science	3cr
ESC 770	Methods of Teaching Science in Secondary Schools:	4cr

Selected Topics

ESC 767: Or equivalent.

Research and Culmination Projects (6 credits):

ESC 705	Method of Educational Research	3cr
ESC 706	Project Seminar I	1cr
ESC 707	Project Seminar II	2cr
	or	
ESC 705	Method of Educational Research	3cr
	And	
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3cr

Graduate Science Content (6-12 credits):

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement.

Such courses may include but are not limited to:

Biology

BIO 501	Topics in Genetics.	4cr
BIO 502	Topics in Economic Botany	4cr

Chemistry

CHE 545	Advanced Inorganic Chemistry	3cr
CHE 544	Biochemistry	3cr
CHE 548	Special Topics in Modern Organic Chemistry	3cr

Geology:

GEO 501	Earth Processes	3cr
GEO 502	Earth History	3cr
GEO 503	Geologic Field Methods	3cr
AST 601	Astronomy of Solar Systems	4cr.

Physics:

PHY 601	Advanced General Physics	3cr
PHY 605	Physics for Teachers	4cr
AST 601	Astronomy of Solar Systems	4cr
AST 602	Stellar Astronomy	4cr.

1. **To:**

Science Education M.S.Ed. Program

This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, earth science, general science, and physics.

To be eligible for the Science Education Master's Program, potential students must fall into one of the following categories:

Sequence 1: For candidates who have, or are eligible for, Initial Certification in subjects other than science and who seek certification as science teachers.

Sequence 2: For candidates who have completed at least 36 credits in biology, chemistry, geology, or physics, but who lack professional education coursework and who seek Initial Certification.

Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, earth science, general science, or physics, Grades 7-12, from New York State.

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).
4. For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

Science Education Degree Requirements

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program.

Students must complete one of the three sequences outlined below.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 2 (42-48 credits)

Core Education Sequence (18 credits):

ESC 501	Psychological Foundations of Education	3cr
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3cr
	<u>or</u>	
<u>ESC 713</u>	<u>Restorative Practices and Restorative Justice</u>	<u>3cr</u>
ESC 519	Teaching Science in Middle and High School	3cr.
ESC 529	Language and Literacies Acquisition in Secondary Education	3cr.
ESC 596	Student Teaching in the Middle and High School Grades	3cr.
ESC 612	Seminar in Secondary Student Teaching.	3cr.

Curriculum and Instruction (12 credits):

ESC 506	Special Needs Education in TESOL and Secondary Settings	3cr
<u>ESC 536</u>	<u>Teaching Technology Subjects in Middle and High School</u>	<u>3cr</u>
	<u>or</u>	
<u>ESC 537</u>	<u>Principles of Computer Science Education I</u>	<u>3cr</u>
ESC 767	The Museum as a Resource for Teaching Science	3cr
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3cr

Research and Culmination Projects (6 credits):

ESC 705	Method of Educational Research	3cr
ESC 706	Project Seminar I	1cr
ESC 707	Project Seminar II	2cr
	<u>or</u>	
ESC 705	Method of Educational Research	3cr

And
 ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3cr

Graduate Science Content (6-12 credits):

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Biology

BIO 501 Topics in Genetics. 4cr
 BIO 502 Topics in Economic Botany 4cr

Chemistry

CHE 545 Advanced Inorganic Chemistry 3cr
 CHE 544 Biochemistry 3cr
 CHE 548 Special Topics in Modern Organic Chemistry 3cr

Geology:

GEO 501 Earth Processes 3cr
 GEO 502 Earth History 3cr
 GEO 503 Geologic Field Methods 3cr
 AST 601 Astronomy of Solar Systems 4cr.

Physics:

PHY 601 Advanced General Physics 3cr
 PHY 605 Physics for Teachers 4cr
 AST 601 Astronomy of Solar Systems 4cr
 AST 602 Stellar Astronomy 4cr.

4. Rationale:

ESC 755 was replaced with ESC 536 or ESC 537 (both technology/computer science courses) because it is critical in this educational landscape that teachers acquire the skills that are needed to incorporate various technologies in their instruction to enhance student learning, engagement and building of 21st century skills.

ESC 713 was added as an option because it is imperative that teachers have skills to mediate conflict and build a strong classroom/school culture.

5. Date of departmental approval: February 27, 2020

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION
DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute/ Clinically Rich Program

Hegis Number: 0899.70

Program Code:

Effective Term: Spring 2021

1. **Type of Change:**Change in Departments of Programs; Name of Registered Certificate Program; Degree Requirements.

2. **From:**

Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)

This program will be offered to New York State-certified teachers ~~Birth-grade~~ 12 who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Admission Requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades ~~Birth-grade~~ 12 (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

Certificate Requirements:

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year

following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

Program of Study:

~~Sequence 1 (Birth-grade 6)~~

~~Content Courses (12 crs)~~

~~ESC 759: Foundations of Bilingual/ Bicultural Education 3 credits~~

~~ESC 769: Latinos in U.S. Schools 3 credits~~

~~EDC 727: Teaching English as a Second Language (Birth-grade 2)~~

~~OR 3 credits~~

~~EDE 727: Teaching English as a Second Language (Prek-grade 6)~~

~~EDC 738: Literacy in Bilingual/Bicultural Early Childhood~~

~~Settings, Birth-grade 2~~

~~OR 3 credits~~

~~EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural~~

~~Childhood Settings, grades 1-6~~

~~Supervised Bilingual Teaching (3 crs)~~

~~ESC 790: Workshop in Curriculum Materials Development 2 credits~~

~~in Specialized Areas: Teaching Bilingual Literacy and Language~~

~~Arts, Birth-grade 6.~~

~~ESC 790: Workshop in Curriculum Materials Development 1 credit~~

~~in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6.~~

~~Sequence 2 (grades 5-12)~~

~~Content Courses (12 crs)~~

~~ESC 759: Foundations of Bilingual/ Bicultural Education 3 credits~~

~~ESC 769: Latinos in U.S. Schools 3 credits~~

~~ESC 761: Teaching English as a New Language, grades 5-12 3 credits~~

~~ESC 763: Teaching Secondary Bilingual Language Arts 3 credits~~

~~and Content Literacy~~

~~Supervised Bilingual Teaching (3 crs)~~

~~ESC 790: Workshop in Curriculum Materials Development 2 credits~~

~~in Specialized Areas: Teaching Bilingual Literacy and~~

~~Language Arts, grades 5-12.~~

~~ESC 790: Workshop in Curriculum Materials Development 1 credit~~

~~in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12.~~

TOTAL CREDITS FOR CERTIFICATE: 15

3. To:

Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)

This program will be offered to New York State-certified teachers grades 5 -12 who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Admission Requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades 5-grade 12 (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

Certificate Requirements:

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

Program of Study:

Content Courses (12 crs)

ESC 759: Foundations of Bilingual/ Bicultural Education	3 credits
ESC 769: Latinos in U.S. Schools	3 credits
ESC 761: Teaching English as a New Language, grades 5-12	3 credits
ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy	3 credits

Supervised Bilingual Teaching (3 crs)

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, grades 5-12.	2 credits
ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12.	1 credit

TOTAL CREDITS FOR CERTIFICATE: 15

4. Rationale:

Currently, the ITI Bilingual Extension B-12 is housed in the Department of Middle and High School Education. We propose moving the Bilingual Extension sequence serving teachers of Birth-grade 6 to the Department of Early Childhood and Childhood Education, while retaining the sequence serving teachers grades 5-12 in the Department of Middle and High School Education.

This move will help us to align course and program outcomes better with state and national standards and better track teachers in this program in CUNYFirst.

5. Date of departmental approval:

Department of Middle and High School Education: 10/17/2019

Department of Early Childhood and Childhood Education: 10/30/2019

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

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION
DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute/ Clinically Rich Program

Hegis Number: 0899.70

Program Code:

Effective Term: Spring 2021

1. **Type of Change:** Change in Departments of Programs; Name of Registered Certificate Program; Degree Requirements.

2. **From:**

Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)

This program will be offered to New York State-certified teachers Birth-grade-12 who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Admission Requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades Birth-grade-12 (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

Certificate Requirements:

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year

(summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

Program of Study:

Sequence 1 (~~Birth-grade 6~~)

Content Courses (12 crs)

~~ESC 759: Foundations of Bilingual/ Bicultural Education~~ 3 credits

~~ESC 769: Latinos in U.S. Schools~~ 3 credits

EDC 727: Teaching English as a Second Language (Birth-grade 2)
OR 3 credits

EDE 727: Teaching English as a Second Language (Prek-grade 6)

EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth-grade 2

OR 3 credits

EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural Childhood Settings, grades 1-6

Supervised Bilingual Teaching (3 crs)

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, Birth-grade 6. 2 credits

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6. 1 credit

Sequence 2 (~~grades 5-12~~)

Content Courses (~~12 crs~~)

~~ESC 759: Foundations of Bilingual/ Bicultural Education~~ 3 credits

~~ESC 769: Latinos in U.S. Schools~~ 3 credits

~~ESC 761: Teaching English as a New Language, grades 5-12~~ 3 credits

~~ESC 763: Teaching Secondary Bilingual Language Arts and Content Literacy~~ 3 credits

Supervised Bilingual Teaching (~~3 crs~~)

~~ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, grades 5-12.~~ 2 credits

~~ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12.~~ 1 credit

TOTAL CREDITS FOR CERTIFICATE: 15

3. **To:**

Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)

This program will be offered to New York State-certified teachers Birth – Second grade or First grade – Sixth grade who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Admission Requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades Birth – Second grade or First grade – Sixth grade (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

Certificate Requirements:

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

Program of Study:

Content Courses (12 crs)

EDC 709: Multilingualism in the Classroom Birth – 6

OR

3 credits

EDE 709: Multilingualism in the Classroom Birth – 6.

EDE 739 Social Studies Concept Development

in Bilingual/Bicultural Early Childhood Settings grades 1-6

OR

3 credits

EDC 739: Social Studies Concept Development

in Bilingual/Bicultural Early Childhood Settings Birth-2

EDC 727: Teaching English as a Second Language (Birth-grade 2)

OR 3 credits
 EDE 727: Teaching English as a Second Language (Prek-grade 6)

EDC 738: Literacy in Bilingual/Bicultural Early Childhood Settings, Birth-grade 2

OR 3 credits
 EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural Childhood Settings, grades 1-6

Supervised Bilingual Teaching (3 crs)

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Literacy and Language Arts, Birth-grade 6. 2 credits

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6. 1 credit

TOTAL CREDITS FOR CERTIFICATE: 15

4. Rationale:

Currently, the ITI Bilingual Extension B-12 is housed in the Department of Middle and High School Education. We propose moving the Bilingual Extension sequence serving teachers of Birth-grade 6 to the Department of Early Childhood and Childhood Education (ECCE), while retaining the sequence serving teachers grades 5-12 in the Department of Middle and High School Education. This move will help us to align course and program outcomes better with state and national standards and better track teachers in this program in CUNYFirst.

We feel that ECCE students get sufficient cultural perspectives woven through their coursework, and therefore, ESC 769 (Latinos in US Schools) has been removed. We will therefore substitute EDE/EDC 738 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings.

We are substituting ESC 759 (Foundations of Bilingual/Bicultural Education) for EDC 709 or EDE 709 (Multilingualism in the Classroom) because these courses better align with our other courses in the bilingual extension for ECCE students.

Lastly, combining the social studies methods and literacy courses (EDE/EDC 738 and EDE/EDC 739) gives ECCE bilingual teachers better support for teaching younger learners with emergent literacy systems in two+ languages.

5. Date of departmental approval:

Department of Middle and High School Education: 10/17/2019

Department of Early Childhood and Childhood Education: 2/19/2020

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner Doctor of Nursing Practice (BS-DNP)

Hegis Number: 1203.10

Program Code: 40560

Effective Term: Spring 2021

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

2. **From:**

Family Nurse Practitioner Doctor of Nursing Practice (DNP)

Effective Date: Fall 2020

Admission Requirements (BS-DNP)

1. Baccalaureate degree in Nursing from a ~~CCNE/ACEN/CNEA~~ accredited college or university.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (3.2) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare (NUR 600) course within 5 years of the application date.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. ~~Satisfactory score on GRE.~~
10. Official transcripts from all post-secondary institutions.
11. Three letters of reference pertaining to academic ability, professional competency and personal character.
12. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

3. **To:**

Family Nurse Practitioner Doctor of Nursing Practice (DNP)

Effective Date: Fall 2020

Admission Requirements (BS-DNP)

1. Baccalaureate degree in Nursing from a CCNE (<http://www.ccneaccreditation.org>) ACEN, CNEA accredited college or university.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (3.2) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare (NUR 600) course within 5 years of the application date.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

4. **Rationale:**

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

CCNE/ ACEN/ CNEA information is revised for clarification and consistency.

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner Post-Master's-DNP

Hegis Number: 1203.10

Program Code: 40560

Effective Term: Fall 2020

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

2. **From:**

Admission Requirements (Post-Master's-DNP)

1. Earned Master's degree in nursing from a nationally accredited ~~CCNE, ACEN or CNEA~~ program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an Advanced Standing Nurse.
4. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the advanced pathophysiology, advanced pharmacology, advanced health assessment, and family development theory courses.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. ~~Satisfactory score on GRE.~~
10. Official transcripts from all post-secondary institutions.
11. Three letters of reference pertaining to academic ability, professional competency and personal character.
12. ~~Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).~~

3. **To:**

Admission Requirements (Post-Master's-DNP)

1. Earned Master's degree in nursing from a nationally accredited CCNE (<http://www.ccneaccreditation.org>) ACEN, CNEA program.

2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an Advanced Standing Nurse.
4. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the advanced pathophysiology, advanced pharmacology, advanced health assessment, and family development theory courses.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.

4. Rationale:

CCNE/ ACEN/ CNEA information is revised for clarification and consistency.

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

The resume is not required as applicants do not meet the criteria for employment experience in advanced practice nursing since they are not yet advanced practice nurses. Their master's degree would be that of a non-advanced practice nurse such as nursing administration or education.

5. Date of departmental approval: 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner (FNP-DNP)

Hegis Number:1203.10

Program Code: 40560

Effective Term: Fall 2020

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

2. **From:**

Admission Requirements (FNP-DNP)

1. Earned Master's degree in nursing from a nationally accredited ~~CCNE, ACEN or CNEA~~ program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. Must hold current national certification and state licensure as an Advanced Practice Nurse.
4. At least one year working experience as an Advanced Standing Nurse.
5. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
6. Participation in a face-to-face interview with the graduate admission committee.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. ~~Satisfactory score on GRE.~~
10. Official transcripts from all post-secondary institutions.
11. Three letters of reference pertaining to academic ability, professional competency and personal character.
12. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio)

3. **To:**

Admission Requirements (FNP-DNP)

1. Earned Master's degree in nursing from a nationally accredited CCNE (<http://www.ccneaccreditation.org>) ACEN, CNEA program.

2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. Must hold current national certification and state licensure as an Advanced Practice Nurse.
4. At least one year working experience as an Advanced Standing Nurse.
5. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
6. Participation in a face-to-face interview with the graduate admission committee.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

4. Rationale:

CCNE/ ACEN/ CNEA information is revised for clarification and consistency.

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

5. Date of departmental approval: 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner Doctor of Nursing Practice (BS-DNP)

Hegis Number: 1203.10

Program Code: 40561

Effective Term: Fall 2020

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

2. **From:**

Pediatric Nurse Practitioner Doctor of Nursing Practice (DNP)

Effective Date: Fall 2020

Admission Requirements (BS-DNP)

1. Baccalaureate degree in Nursing from a ~~CCNE/ACEN/CNEA~~ accredited college or university.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (3.2) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare (NUR 600) course within 5 years of the application date.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. ~~Satisfactory score on GRE.~~
10. Official transcripts from all post-secondary institutions.
11. Three letters of reference pertaining to academic ability, professional competency and personal character.
12. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

3. To:

Pediatric Nurse Practitioner Doctor of Nursing Practice (DNP)

Effective Date: Fall 2020

Admission Requirements (BS-DNP)

1. Baccalaureate degree in Nursing from a CCNE (<http://www.ccneaccreditation.org>) ACEN, CNEA accredited college or university.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (3.2) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare (NUR 600) course within 5 years of the application date.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

4. Rationale:

CCNE/ ACEN/ CNEA information is revised for clarification and consistency.

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

5. Date of departmental approval: 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner Post-Master's-DNP

Hegis Number: 1203.10

Program Code: 40561

Effective Term: Fall 2020

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

2. **From:**

Admission Requirements (Post-Master's-DNP)

1. Earned Master's degree in nursing from a nationally accredited ~~CCNE, ACEN or CNEA~~ program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an Advanced Standing Nurse.
4. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the advanced pathophysiology, advanced pharmacology, advanced health assessment, and family development theory courses.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. ~~Satisfactory score on GRE.~~
10. Official transcripts from all post-secondary institutions.
11. Three letters of reference pertaining to academic ability, professional competency and personal character.
12. ~~Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio)~~

3. To:

Admission Requirements (Post-Master's-DNP)

1. Earned Master's degree in nursing from a nationally accredited CCNE (<http://www.ccneaccreditation.org>) ACEN, CNEA program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an Advanced Standing Nurse.
4. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the advanced pathophysiology, advanced pharmacology, advanced health assessment, and family development theory courses.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.

4. Rationale:

CCNE/ ACEN/ CNEA information is revised for clarification and consistency.

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

The resume is not required as applicants do not meet the criteria for employment experience in advanced practice nursing since they are not yet advanced practice nurses. Their master's degree would be that of a non-advanced practice nurse such as nursing administration or education.

5. Date of departmental approval: 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner (PNP-DNP)

Hegis Number: 1203.10

Program Code: 40561

Effective Term: Fall 2020

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

2. **From:**

Admission Requirements (PNP-DNP)

1. Earned Master's degree in nursing from a nationally accredited ~~CCNE, ACEN or CNEA~~ program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. Must hold current national certification and state licensure as an Advanced Practice Nurse.
4. At least one year working experience as an Advanced Standing Nurse.
5. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
6. Participation in a face-to-face interview with the graduate admission committee.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. ~~Satisfactory score on GRE.~~
10. Official transcripts from all post-secondary institutions.
11. Three letters of reference pertaining to academic ability, professional competency and personal character.
12. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

3. **To:**

Admission Requirements (PNP-DNP)

1. Earned Master's degree in nursing from a nationally accredited CCNE (<http://www.ccneaccreditation.org>) ~~ACEN, CNEA~~ program.

2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. Must hold current national certification and state licensure as an Advanced Practice Nurse.
4. At least one year working experience as an Advanced Standing Nurse.
5. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
6. Participation in a face-to-face interview with the graduate admission committee.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
9. Official transcripts from all post-secondary institutions.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

4. Rationale:

CCNE/ ACEN/ CNEA information is revised for clarification and consistency.

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

5. Date of departmental approval: 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner MS Program

Hegis Number:

Program Code:

Effective Term: Fall 2020

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

2. **From:**

Family Nurse Practitioner M.S. Program

Effective: ~~Spring 2020~~

Admission Requirements

- Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(It is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- ~~Submission of scores on the Graduate Record Examination (GRE) General Test.~~
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

3. **To:**

Family Nurse Practitioner M.S. Program

Effective: Fall 2020

Admission Requirements

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(It is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

4. **Rationale:**

CNEA (Commission for Nursing Education Accreditation) is the accrediting body of the National League for Nursing (NLN).

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner MS Program

Hegis Number:

Program Code:

Effective Term: Fall 2020

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

2. **From:**

Pediatric Nurse Practitioner M.S. Program

Effective: ~~Spring 2020~~

Admission Requirements

- Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(It is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- ~~Submission of scores on the Graduate Record Examination (GRE) General Test.~~
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

3. **To:**

Pediatric Nurse Practitioner M.S. Program

Effective: Fall 2020

Admission Requirements

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(It is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

4. **Rationale:**

CNEA (Commission for Nursing Education Accreditation) is the accrediting body of the National League for Nursing (NLN).

The Graduate Record Exams are not an effective screening tool for the majority of Masters and Doctoral programs in the U.S.

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 800
Course Title	Leadership in Complex Health Care Systems
Description	This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.
Pre/ Co Requisites	Prerequisite NUR 772 or NUR 776 / Advanced Standing. Corequisite NUR 801
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 800
Course Title	Leadership in Complex Health Care Systems
Description	This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

NUR 772 and NUR 776 belong to our BS-DNP curriculum. These courses do not apply to MS-DNP, FNP-DNP curriculum.

NUR 801, EVIDENCE BASED PRACTICE I: METHODS (3 credits; 3 hours) does not have foundational course content that is necessary for the leadership role in a DNP program as described in the course description of NUR 800, Leadership in Complex Health Care Systems

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 801
Course Title	Evidence Based Practice I: Methods
Description	The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes.
Pre/ Co Requisites	Prerequisite NUR 800.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 801
Course Title	Evidence Based Practice I: Methods
Description	The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes.
Pre/ Co Requisites	<u>PREREQ/COREQ: NUR 800</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** NUR 800 content may be applied with NUR 801 and students may take NUR 800 before or with NUR 800

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 803
Course Title	Theories in Transcultural Nursing and Health
Description	This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature.
Pre/ Co Requisites	PREREQ/COREQ: NUR 802
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 803
Course Title	Theories in Transcultural Nursing and Health
Description	This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** NUR 802 Evidence Based Practice II: Implementation and Evaluation does not include information that is necessary for understanding cultural values and beliefs.

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 805
Course Title	Epidemiology
Description	This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health.
Pre/ Co Requisites	Prerequisite NUR 801. Corequisite NUR 802.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 805
Course Title	Epidemiology
Description	This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** The NUR 805 epidemiology course content does not require any pre- or co-requisite courses to meet the course objectives.

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/ corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 806
Course Title	Genomics
Description	This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. It familiarizes the student with the scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and populations. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised.
Pre/ Co Requisites	Prerequisite NUR-801
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 806
Course Title	Genomics
Description	This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. It familiarizes the student with the scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and populations. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The NUR 806 genomics course content does not require any pre- or co-requisite courses to meet the course objectives.

5. **Date of departmental approval:** 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 807
Course Title	Financial Management and Budget Planning
Description	This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems.
Pre/ Co Requisites	PREREQ/COREQ: NUR 806.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 807
Course Title	Financial Management and Budget Planning
Description	This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems.
Pre/ Co Requisites	<u>PREREQ/COREQ: NUR 800</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course content in NUR 800 (Leadership on Complex Health Care Systems) complements the content of the NUR 807 course.

5. Date of departmental approval: 2/3/20

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Pre/corequisite

2. **From:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 808
Course Title	Health Policy
Description	This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar.
Pre/ Co Requisites	Prerequisite NUR 803
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nursing DNP
Course Prefix & Number	NUR 808
Course Title	Health Policy
Description	This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar.
Pre/ Co Requisites	<u>PREREQ: NUR 802</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** The content in NUR 803 (Theories in Transcultural Nursing) is not required to meet the NUR 808 course objectives. NUR 802 (Evidence Based Practice II: Implementation & Evaluation) lays a foundation for NUR 808.

5. **Date of departmental approval:** 2/3/20

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

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

CURRICULUM CHANGE

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 787
Course Title	Instructional Practices for Adolescent Students with Moderate/Severe Disabilities
Description	This course covers curriculum and instructional practices for use with adolescent students with moderate/severe disabilities, including standards-based and research validated methods of instruction in the core content areas of communication development, functional academics and life adjustment skills, as well as the impact of cultural and linguistic diversity on learning, transitional planning, and collaboration with families. Additional topics will include the selection of appropriate technology, best instructional practices in inclusive and non-inclusive settings, the development of social skills programs, and the development of appropriate IEP goals and objectives. Additionally, collaboration with schools and community agencies will be discussed.
Pre/ Co Requisites	PREREQ: EDS 712 – The Adolescent with Disabilities
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	X Not Applicable ____ Required ____ English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

This course will be used, specifically, in Lehman's NYC Teaching Fellows/D75 Program. For special educators who teach students with moderate/severe disabilities in the District 75 setting in New York City, there are specific teaching skills that are essential in order to effectively address the varied significant needs of the students with disabilities in their classrooms. This course will address the specific needs of the Fellows.

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

1. Describe how the needs of adolescent students with moderate to severe disabilities, including students from culturally and linguistically diverse backgrounds, influence the selection and delivery of instructional practices.
2. Demonstrate the use of an ecological inventory; develop curriculum that can be used to teach adolescent students with moderate to severe disabilities.
3. Identify the basic components of systematic instruction for adolescent students with moderate to severe disabilities; describe how these components differ from indirect instructional models.
4. Compare and contrast different instructional grouping techniques for adolescent students with moderate to severe disabilities (e.g., one-on-one vs. small and large group instruction).
5. Describe the role and responsibilities of families, including those families from culturally and linguistically diverse backgrounds, in the planning and development of curriculum and supports for adolescent students with moderate to severe disabilities.
6. Compare and contrast the use of developmentally appropriate, functional, and community-based instructional approaches for selecting and teaching skills to adolescent students with moderate to severe disabilities.
7. Compare and contrast the issues associated with providing instruction to students with moderate to severe disabilities in non-inclusive, inclusive, and community-based settings.
8. Identify and describe the communication needs and appropriate interventions for promoting communication to adolescent students with moderate to severe disabilities.
9. Identify the components of the person-centered planning process with sensitivity to cultural and linguistic issues affecting services and supports, in particular the driving and constraining factors when implementing this process and differentiate this process from an Individualized Education Plan (IEP) for adolescent students with a moderate to severe disability.

10. Identify the range of post-school and transition outcomes including employability options for adolescent student with moderate to severe disabilities.
11. Identify elements of the curriculum for which technology applications are appropriate and ways these applications can be implemented for adolescent students with moderate to severe disabilities.

5. **Date of Departmental Approval:** April 1, 2020

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

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

CURRICULUM CHANGE

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

2.

Department(s)	CLLSE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Special Education
Course Prefix & Number	EDS 788
Course Title	Practicum in Instructional Practices for Adolescent Students with Moderate/Severe Disabilities in Specialized Settings
Description	Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse adolescents with disabilities in specialized settings. Topics include: development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the adolescent's level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; adaptive and social skill acquisition; and the evaluation of adolescents and programs.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	X Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

This course will be used, specifically, in Lehman's NYC Teaching Fellows/D75 Program. For special educators who teach students with moderate/severe disabilities in the District 75 setting in New York City, there are specific teaching skills that are essential in order to effectively address the varied significant needs of the students with disabilities in their classrooms. This practicum course will address the specific needs of the Fellows.

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

- Understand the unique characteristics and needs of individuals with moderate/severe exceptionalities and positive dispositions about competence in meeting diverse student needs.
- Understanding of IDEA 2004 and NCLB and teachers' legal and ethical responsibilities for student learning and behavior.
- Demonstrate about IEP development and participation.
- Knowledge about instruction that addresses varied needs of students (i.e. culturally and linguistically diverse students, students with severe disabilities including basic principles of universal design, content enhancement tools and routines, and learning strategies.
- Describe communication strategies that promote effective communication with students with moderate/severe disabilities and among them and their peers.
- Knowledge about individual, class, and school-wide behavior management strategies and programs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Demonstrate methods of instructional accommodation and modification so that students acquire needed content and skills.
- Identify assessment strategies and accommodations that facilitate data driven decision-making.
- Describe ways technology can be used to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and in turn, how to help students with moderate/severe disabilities use instructional technology effectively.
- Knowledge about how to collaborate effectively with other educators, paraeducators, related services personnel, families, and community resource personnel to provide effective educational programs for students with moderate/severe disabilities.

5. **Date of Departmental Approval:** April 1, 2020

Senate Meeting – May 6, 2020

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on March 4, 2020 (8 of 10 members in attendance) or on April 15, 2020 (via Zoom, 7 of 10 members participating):

1. Art
 - Change title ARH 137
2. Chemistry
 - New Post-baccalaureate Health Bridge Certificate Program
3. Change to ECCE Minor
 - Change title and course description ECE 304
 - Change title and course description ECE 301
 - Change title, course description and note ECE 302
 - Change title and course description ECE 311
4. Health Sciences
 - Change degree Exercise Science BS
 - Change minor Exercise Science
 - Withdraw course HSA 268
5. Middle & High School Education
 - Change minor
 - Delete duplicative information
 - Change number ESC 4480 → 448
6. Speech Language & Hearing Sciences
 - Changes in credits/hours SPV 487

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Change in *title*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Art History
Course Prefix & Number	ARH 137
Course Title	Introduction to the History of Non-Western Art
Description	A study of the principles of art applied to visual forms, with emphasis on the arts of Africa, the Americas, and the South Pacific.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. **To:** Underline the changes

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Art History
Course Prefix & Number	ARH137
Course Title	Introduction to the History of <u>the Arts of Africa, the Americas, and the South Pacific</u>
Description	A study of the principles of art applied to visual forms, with emphasis on the arts of Africa, the Americas, and the South Pacific.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

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

This change in course title is consistent with broader changes in academia that reflect a global worldview rather than a Western-focused outlook. By stating the content of the course directly, rather than with a title indicating what the course is not (non-Western art), the course information is communicated more clearly and in a way that is consistent with the course description in the bulletin. This change to title makes the class consistent with other 100-level introductory survey classes focused on specific global regions, including Asian Art (ARH135) and Modern Art of the 19th and 20th

Centuries in Europe and America (ARH141). Pathways learning objectives are not affected by this change.

5. **Date of departmental approval:** March 4, 2020

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

Name of Program and Degree Award: HealthBridge Pre-Health Professions Post-Baccalaureate Certificate Program

Hegis Number: 1201.00

Program Code: TBD

Effective Term: Spring 2021

1. **Type of Change:** New post-baccalaureate certificate program

2. **To:**

Pre-Health Professions Certificate Post-Bac (36-73 credits)

The HealthBridge Pre-Health Professions Post-Baccalaureate Certificate Program (HealthBridge Certificate) is aimed primarily at bachelor degree holders who decided to pursue a career in the health professions (medicine, dentistry, pharmacy, optometry, physical therapy, physician assistant studies, or veterinary medicine) while still undergraduates, but did not complete all of the required prerequisites. For some, this is because they have long had a dream of work in the health professions, but chose to defer it during their undergraduate work only to come back to it later in their lives. For others, they have made the decision to pursue a career in the health professions late in their undergraduate study, perhaps as seniors, leaving them insufficient time to complete their coursework. The program will also serve “career-changers,” that is, bachelor degree holders who did not pursue preparation for the health professions as undergraduates, but make the decision subsequent to graduation.

While this program will accept students from all backgrounds, we believe it is an especially important option for students who are underrepresented in the health professions, and may therefore be more likely to commit to a career in the health professions relatively late in their academic careers.

Students pursuing the HealthBridge certificate must choose one of seven tracks, based on their eventual career goal:

- Pre-Medical
- Pre-Physician Assistant Studies
- Pre-Physical Therapy
- Pre-Dental
- Pre-Pharmacy
- Pre-Optometry
- Pre-Veterinary Medicine

Regardless of track, the HealthBridge certificate is divided in to two phases, the Foundational phase and the In Depth phase. It is not necessary to complete the Foundational phase in order to apply for admission to the In Depth phase. Students admitted to the Foundational phase must apply for admission to the In Depth phase once they meet those requirements. The certificate is awarded following successful completion of the In Depth phase.

Admissions

Admissions to both the Foundational and In Depth phases are competitive.

The *minimum* standards for admission to the Foundational phase are:

- A bachelor's degree (or its equivalent) from an accredited college or university
- Cumulative undergraduate grade point average (GPA) dependent on track:
 - 2.6 for Pre-Pharmacy
 - 2.7 for Pre-Dental or Pre-Veterinary Medicine
 - 2.9 for Pre-Optometry, Pre-Physical Therapy, or Pre-Physician Assistant Studies
 - 3.0 for Pre-Medical
- Placement in to MAT 171 (Elements of Precalculus) or higher
- Personal statement indicating suitability and motivation for the program
- Letter of recommendation
- Interview

The *minimum* standards for admission to the In Depth phase are:

- A bachelor's degree (or its equivalent) from an accredited college or university
- Cumulative undergraduate grade point average (GPA) dependent on track:
 - 2.8 for Pre-Pharmacy
 - 2.9 for Pre-Dentistry or Pre-Veterinary Medicine
 - 3.0 for Pre-Optometry, Pre-Physical Therapy, or Pre-Physician Assistant Studies
 - 3.1 for Pre-Medical
- Placement in to calculus (this can be achieved by completion of MAT 171+108 or MAT 172 with a C or higher)
- Completion of ENG 111 (first semester English composition) or equivalent
- For Pre-Medical, Pre-Physician Assistant Studies, Pre-Dentistry, Pre-Pharmacy, Pre-Optometry, and Pre-Veterinary Medicine: completion of CHE 168 and CHE 169 (second semester General Chemistry lecture and laboratory) or equivalent
- For Pre-Physician Assistant Studies, Pre-Physical Therapy, and Pre-Pharmacy: completion of BIO 181 (first semester Anatomy and Physiology with laboratory) or equivalent
- For Pre-Medical, Pre-Physician Assistant Studies, Pre-Physical Therapy, Pre-Dental, Pre-Pharmacy, and Pre-Optometry: completion of PSY 166 (General Psychology) or equivalent
- Personal statement indicating suitability and motivation for the program
- Letter of recommendation
- Interview

- It is not necessary for a student to enroll in the Foundational phase in order to apply for the In Depth phase
- Students admitted to the Foundational phase are not guaranteed admission to the In Depth phase unless they meet the minimum standards specified above

Certificate Requirements

Pre-Medical Track (38 – 65 credits)

Prerequisites to the Track (20 - 26 credits)

Completion of the following courses, or equivalents, are required for the Pre-Medicine track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	(Elements of Precalculus AND Trigonometry)	4
MAT 108	OR	2
MAT 172	Precalculus OR Placement in to MAT 175	4
PSY 166	General Psychology	3

Certificate Requirements (38 – 39 credits)

To earn the Certificate in the Medicine track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1
NSS 352	The Medical School Admissions Process	3

Pre-Physician Assistant Studies Track (36* – 68 credits)

Prerequisites to the Track (28 - 34 credits)

Completion of the following courses, or equivalents, are required for the Pre-Physician Assistant Studies track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	(Elements of Precalculus AND Trigonometry)	4
MAT 108	OR Precalculus	2
MAT 172	OR Placement in to MAT 175	4
PSY 166	General Psychology	3

Certificate Requirements (33 – 34 credits)

To earn the Certificate in the Pre-Physician Assistant Studies track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry OR	4
CHE 444	Biochemistry I	3
BIO 238	Genetics	4
BIO 331	Experimental Microbiology	4
NSS 350	Pre-Professional Seminar (Fall)	1

NSS 350	Pre-Professional Seminar (Spring)	1
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*Additional credits to bring the certificate total to at least 36 must be selected from the list of **Additional Eligible Courses** below.

Pre-Physical Therapy Track (36* – 64 credits)

Prerequisites to the Track (25 - 31 credits)

Completion of the following courses, or equivalents, are required for the Pre-Physical Therapy track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	(Elements of Precalculus	4
	AND	
MAT 108	Trigonometry)	2
	OR	
MAT 172	Precalculus	4
	OR	
	Placement in to MAT 175	
PSY 166	General Psychology	3

Certificate Requirements (23 credits)

To earn the Certificate in the Pre-Physical Therapy track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
CHE 166	General Chemistry I	4

CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

*Additional credits to bring the certificate total to at least 36 must be selected from the list of **Additional Eligible Courses** below.

Pre-Dental Track (36* – 62 credits)

Prerequisites to the Track (20 - 26 credits)

Completion of the following courses, or equivalents, are required for the Pre-Dental track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	(Elements of Precalculus	4
	AND	

MAT 108	Trigonometry)	2
	OR	
MAT 172	Precalculus	4
	OR	
	Placement in to MAT 175	
PSY 166	General Psychology	3

Certificate Requirements (35 – 36 credits)

To earn the Certificate in the Pre-Dental track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

*Additional credits to bring the certificate total to at least 36 must be selected from the list of **Additional Eligible Courses** below.

Pre-Pharmacy Track (36* – 73 credits)**Prerequisites to the Track (32 - 38 credits)**

Completion of the following courses, or equivalents, are required for the Pre-Pharmacy track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	(Elements of Precalculus AND	4
MAT 108	Trigonometry)	2
	OR	
MAT 172	Precalculus	4
	OR	
	Placement in to MAT 175	
MAT 175	Calculus I	4
PSY 166	General Psychology	3

Certificate Requirements (34 – 35 credits)

To earn the Certificate in the Pre-Pharmacy track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4

BIO 167	Principles of Biology: Organisms	4
BIO 331	Experimental Microbiology	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

*Additional credits to bring the certificate total to at least 36 must be selected from the list of **Additional Eligible Courses** below.

Pre-Optometry Track (39 – 70 credits)

Prerequisites to the Track (24 - 30 credits)

Completion of the following courses, or equivalents, are required for the Pre-Optometry track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
ENG 111	English Composition I	3
ENG 121	English Composition II	3

MAT 171	(Elements of Precalculus AND	4
MAT 108	Trigonometry) OR	2
MAT 172	Precalculus OR	4
	Placement in to MAT 175	
MAT 175	Calculus I	4
PSY 166	General Psychology	3

Certificate Requirements (39 – 40 credits)

To earn the Certificate in the Pre-Optometry track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
BIO 331	Experimental Microbiology	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry OR	4
CHE 444	Biochemistry I	3
PHY 166	General Physics I OR	5
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II OR	5
PHY 169	Physics II for Scientists and Engineers	5

NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

Pre-Veterinary Medicine Track (36* – 63 credits)

Prerequisites to the Track (21 - 27 credits)

Completion of the following courses, or equivalents, are required for the Pre-Veterinary Medicine track of the HealthBridge certificate. In many cases, students will have completed some or all of these courses prior to matriculation in to the HealthBridge certificate program; in such cases, those courses may fulfill this requirement but are not counted as credits toward completion of the certificate. Any courses from this list taken subsequent to matriculation in to the HealthBridge certificate program will be counted toward the credits earned for the certificate.

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
ENG 111	English Composition I	3
ENG 121	English Composition II	3
MAT 171	(Elements of Precalculus AND	4
MAT 108	Trigonometry)	2
	OR	
MAT 172	Precalculus	4
	OR	
	Placement in to MAT 175	
MAT 175	Calculus I	4

Certificate Requirements (35 – 36 credits)

To earn the Certificate in the Medicine track of the HealthBridge program, the following courses must be completed, with a grade of C or higher, by the end of the In Depth phase:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4

BIO 167	Principles of Biology: Organisms	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2
BIO 400	Biological Chemistry	4
	OR	
CHE 444	Biochemistry I	3
PHY 166	General Physics I	5
	OR	
PHY 168	Physics I for Scientists and Engineers	5
PHY 167	General Physics II	5
	OR	
PHY 169	Physics II for Scientists and Engineers	5
NSS 350	Pre-Professional Seminar (Fall)	1
NSS 350	Pre-Professional Seminar (Spring)	1

*Additional credits to bring the certificate total to at least 36 must be selected from the list of **Additional Eligible Courses** below.

Additional Eligible Courses

Regardless of track, it is necessary to earn no fewer than 36 credits within the certificate. For any track, additional credits to satisfy the certificate, or for purposes of establishing residency at Lehman or in the certificate, may be drawn from the following list of courses, under the guidance and with the approval of a program advisor:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
BIO 238	Genetics	4
BIO 331	Experimental Microbiology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3

BIO 501	Topics in Genetics	4
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	1.5
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	1.5
CHE 444	Biochemistry I	3
CHE 446	Biochemistry II	3
CHE 447	Biochemistry Laboratory	3
DST 311	Social Science Perspectives on Health and Disability	4
DST 336	Disability, Ethics & the Body	3
ECO 167	Introduction to Microeconomics	3
ENW 3070	Health and Science Writing	3
MAT 108	Trigonometry	2
MAT 128	Foundations of Data Science	3
MAT 132	Introduction to Statistics	4
MAT 155	Calculus I Laboratory	1
MAT 171	Elements of Precalculus	4
MAT 172	Precalculus	4
MAT 175	Calculus I	4
PHI 341	Medical Ethics	3
PHI 434	Neuroethics	3
PHY 166	General Physics I	5
PHY 167	General Physics II	5
PHY 168	Physics I for Scientists and Engineers	5
PHY 169	Physics II for Scientists and Engineers	5
POL 211	Public Policy	3
POL 318	The Politics of Health	3
PSY 166	General Psychology	3
PSY 217	Child Psychology	3
PSY 218	Psychology of Adolescence	3
PSY 219	Psychology of Adulthood and Aging	3
SOC 166	Fundamentals of Sociology	3

Residency in the Certificate

Students must complete at least 18 credits of the certificate in residence at Lehman during the Foundational and/or In Depth phases. Credits earned prior to

matriculation in the HealthBridge certificate cannot be applied to the 18-credit minimum, even if they were earned at Lehman College.

Students must also complete at least 50% of the minimum credits required for their track in residency at Lehman, but this requirement can be satisfied in part by courses taken prior to matriculation in to the Certificate.

Example: the Pre-Optometry track is 39-61 credits, so at least 19.5 credits (50% of 39, the minimum for the track) must be taken in residency at Lehman. At least 18 of those must be taken after matriculation in to either the Foundational or In Depth phase of the HealthBridge program. The remaining 1.5 credits for residency must have been taken at Lehman, but could have been taken prior to matriculation in to the HealthBridge program; for example, during the course of completion of a first degree at Lehman College. The balance of the 39 credits required for the Pre-Optometry track within the HealthBridge certificate could come from any combination of eligible transfer credits, eligible credits taken in residency prior to matriculation in to the HealthBridge program, and credits taken during the HealthBridge program.

Exceptions to Grade Policy

If a student begins the In Depth phase and does not receive C's or greater in all of the courses required for the certificate, they may apply to the Program for a waiver for up to two courses with grades lower than C. If that is not sufficient to allow awarding of the certificate (e.g. they withdrew from one or more required courses), they have one year to take or retake up to 12 credits, paying appropriate tuition, in order to earn the certificate.

Change of Tracks

At any time, students have the option to apply for a change of track. Approval of changes is at the discretion of the program, but is more likely to be granted for a student requesting a change to a goal with lower minimum GPA requirements (e.g. Pre-Optometry to Pre-Dentistry) than for those requesting a change to a goal with higher GPA requirements, even if they meet the higher requirements.

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

National Environment

Nationwide, it is common for students to engage in post-baccalaureate (post-bac) coursework before applying to schools in the health professions. For example, in the 2017-2018 admission cycle for allopathic medical schools, the 75th percentile age of students at matriculation was 25, suggesting on the order of a quarter of accepted students are post-bacs. This has also long been the case for students interested in careers as physician assistants (PAs), since that field was designed as an upgrade for people already working in health care. It has also increasingly been true for students pursuing careers such as physical therapy, pharmacy, and dentistry.

The American Association of Medical Colleges currently links to 217 distinct pre-health post-bac programs.

The profile of post-bac pre-health students is conventionally divided in to two categories:

- **Record-enhancers** (161 of the programs on the AAMC list) have already completed their pre-professional course requirements, but consider themselves unlikely to get in to professional school (or perhaps the professional schools of their choice) on the strength of their record alone, usually because of a low undergraduate GPA. These students desire additional, higher level science courses, sometimes accompanied by clinical experience and/or test preparation.
- **Career-changers** (131 of the programs on the AAMC list) did not pursue preparation for the health professions as undergraduates, but make the decision subsequent to graduation. They need to take the full set of undergraduate prerequisite courses for their career of choice (typically 40-60 credits, depending on career), as well as accumulate clinical experience and prepare for admissions examinations.

While not part of the standard classifications, we have identified a third population:

- **Completers** decided to pursue a career in the health professions while still undergraduates, but did not complete all required prerequisites. For some, this is because they have long had a dream of work in the health professions, but chose to defer it during their undergraduate work only to come back to it later in their lives. For others, they make the decision to pursue a career in the health professions late in their undergraduate study, perhaps as seniors, leaving them insufficient time to complete their coursework. The needs of completers are more similar to career-changers than to record-enhancers, and existing programs that accommodate them generally also serve career-changers. But cohort-style programs which require all students to take the same courses in lockstep do not serve them well.

In addition to the differences in the needs of the students, the form of the post-bac program varies. Common options are:

- **A master's degree in one of the sciences**, typically biology, chemistry, or a related field. These programs are generally not specifically designed for pre-health post-bac students, but can be useful for record-enhancers. They are not suitable for career-changers as they do not include foundational coursework in the sciences.
- A **"special master's program"** or a **master's in "biomedical science."** These programs are designed for record-enhancers. Typically a year in length, they generally provide advanced coursework in the sciences as well as significant clinical experience. Many are associated with specific medical schools, and may provide an expedited admissions process. These programs have competitive admissions, and often limit applicants to those who are close to being admitted

directly in to professional schools, needing just a little bit more of a successful track record. Financial aid for these programs is often quite limited, and they can be expensive.

- **Certificates** (73 of the programs on the AAMC list) may be for record-enhancers, career-changers, or completers. These programs do not result in a master's degree, but do issue a formal certificate. The programs are often cohort-based, although modifications to accommodate completers are fairly common. They are typically one to two years in length. While limited to students with a bachelor's degree, they consist primarily or entirely of undergraduate courses and supporting co-curricular activities. This is the category of program we are proposing for Lehman College.
- **Do-it-yourself (DIY) post-bacs.** These programs do not issue a formal degree or certificate. They may or may not provide pre-health advising, depending on the institution. Students complete desired courses either as non-degree or second-degree students. Currently, this is the kind of program we have at Lehman.

Current Status of Pre-Health Post-Bac Program at Lehman

Currently, Lehman offers a one-year master's program in Biology aimed at part toward record-enhancers, and DIY post-bac options for completers and career-changers. While the program is primarily of the DIY variety, we encourage these students to register as pre-health students, allowing them to be made part of the PREH CUNYfirst student group and subsequently tracked. In exchange, we provide these students full advising services, including access to committee letters when appropriate.

As of Fall 2018, there were 74 post-bac students actively registered as PREH. Of these, 5 were master's students, and thus likely record-enhancers. The other 69 include 44 second-degree students and 25 non-degree students. These students have attempted an average of 25 credits at Lehman, and most are still taking courses, suggesting that they typically complete a year or more of full-time coursework here. Pre-med is the most popular track with 30 students, followed by pre-physician assistant at 20, pre-physical therapy at 10, and smaller numbers for pre-pharmacy, pre-dentistry, pre-optometry, and pre-veterinary medicine. By March of 2019, the number was nearing 156, suggesting rapid growth in the number of post-bac pre-health students attending Lehman. These 156 students majored in Biology (84), ABC (30), Chemistry (22), and Exercise Science (20). Analysis of course choices by these post-bac students suggest that the greatest number of credit-hours was devoted to chemistry courses, despite the mix of majors.

A preliminary survey was administered to prospective, current, and recent post-bacs to determine their interest in certificate program. While the sample size was small, initial results are promising, at least among the self-selected groups of respondents. 85% of respondents indicated the highest level of interest in the program (5 out of 5). Perhaps of greater interest, when asked what would be the maximum academic excellence fee they would be willing to pay to participate in such a program, more than two-thirds chose a level of \$2500 or higher.

Rationale for Establishing a Lehman Pre-Health Post-Bac Certificate

Upgrading our post-bac program from a DIY program to a certificate provides the following benefits:

- Allows for implementation of a “flexible cohort” model. Under this model, students are allowed to take courses that fit their needs, thus serving completers, but grouped together as much as practical in terms of sections, schedules, and sequencing.
 - The flexible cohort model removes uncertainty from student scheduling, allowing them to know what courses will be offered in what terms, and guaranteeing students in the program that they can progress through the courses sequentially and on schedule.
 - The flexible cohort model allows for co-curricular activities such as personal statement workshops and mock interviews to be required of students at appropriate times in their progress through the program.
 - The flexible cohort model allows us to effectively guide students who don’t make it in to the profession of their choice in to alternative career paths which take advantage of the skills they have developed; for example, a student who does not make it in to medical school might consider pharmacy or podiatry school, or a career as a scientist.
 - The flexible cohort model builds an *esprit de corps* among students in the program, improving academic outcomes and encouraging students to give back to Lehman in a variety of ways once they become health professionals.
- Builds on the success of our current DIY program in a way that is easier to track and market.
 - Certificates will give students a sense of accomplishment as they achieve this milestone.
 - Lehman will be recognized for educating these students; e.g., these high-quality certificates will help achieve the 90 x 30 vision.
 - A pre-health post-bac certificate will act as a powerful recruiting tool for bringing additional post-bac students to Lehman who might not otherwise have heard of our program. For example, we can be listed in the AAMC database of post-bac programs.
 - Formalizing the pre-health post-bac certificate will lend luster to our undergraduate pre-health program, enhancing our reputation both with potential students and with programs in the health professions such as medical schools.
 - The formal nature of a certificate program will allow students to be more easily tracked, aiding institutional and educational research.
 - Focus on completers allows for targeted marketing through, e.g., current networks of pre-health advisors.
 - Program size is limited primarily by facilities space for laboratory classes. Current utilization has room for considerable growth, particularly if the flexible cohort model encourages students to take sections on Fridays and weekends.

Target Market

The Lehman post-bac pre-health certificate will be aimed primarily at completers, with a secondary market of career-changers. While completers can currently be accommodated by some existing programs at other institutions, those programs are primarily designed for career-changers. Flipping this emphasis allows Lehman to focus on an underserved niche with which we already have experience through our current DIY post-bac options.

Importantly, this program is meant to significantly improve outcomes for the students who choose it. As an example, we would like to take pre-med students who would have had a 30% chance of making it in to professional school if they tried to navigate the process entirely on their own and increase their chances to 70%. This goal is in contrast to some programs, which attempt to maximize placement in to professional schools, as those programs have an incentive to admit only students who are already very strong and to try to “wash out” before completion students who are having more difficulty. Our first goal creates a secondary goal, which is to assure that our students who do not succeed in achieving admission to their chosen profession have nevertheless benefitted from the certificate, both in terms of career prospects and in terms of personal growth and achievement.

While this program will accept students from all backgrounds, we believe it is an especially important option for students who are underrepresented in the health professions. In addition, we want to make sure it is a good option for students whose first degree came from Lehman.

5. **Date of departmental approval:** September 25, 2019
Date of Senate approval: May 6, 2020

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

Curriculum Change

Name of Program and Degree Award: Early Childhood; Early Childhood w. Bilingual Ext.; Childhood; Childhood w. A Bilingual Ext. / Undergraduate Minor

Hegis Number: NA

Program Code: NA

Effective Term: Spring 2021

1. Type of Change:

Change in Program Requirements for ECCE Minor

2. From:

Early Childhood and Childhood Education Minor

Program Requirements for ECCE Minor

~~The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).~~

~~OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification~~

~~The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:~~

~~Childhood Education (Grades 1-6)~~

~~Childhood Education (Grades 1-6) with a Bilingual Extension~~

~~Early Childhood Education~~

~~Early Childhood Education with a Bilingual Extension~~

~~These programs are referred to as "Minor to Master's" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science~~

~~in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30-credit graduate program specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.~~

~~Each Minor to Master's program is composed of four ECCE 300-level courses (12 credits), four 400-level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).~~

~~Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30-credit graduate program in Childhood Education with or without a Bilingual Extension or a 30-credit graduate program in Early Childhood Education with or without a Bilingual Extension.~~

~~Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:~~

12 Credits of 300-Level ECCE Coursework:

		Credits
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
ECE 304	Foundations of Early Language and Literacy Development, Birth to Grade Two	3
ECE 311	The Teaching Profession-Birth to Sixth Grade	3

*NOTE: **ECE 301**, **ECE 302**, **ECE 311**: May be taken in any order; however, to register for **ECE 304**, students must declare the minor in Early Childhood and Childhood Education and have completed **ECE 301**.*

~~A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:~~

- ~~• Completion of **ECE 301**, **ECE 302**, **ECE 304** and **ECE 311** with minimum 3.0 grade point average~~
- ~~• Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,~~

- ~~Submission of SAT or ACT scores~~
- ~~Satisfactory completion of undergraduate 300-level minor courses and NY State liberal arts requirements,~~
- ~~Two letters of recommendation, one must be from the student's **ECE 304** instructor,~~
- ~~An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,~~
- ~~An on-site writing sample in English, and~~
- ~~Completion of the College's general education requirements (30 credits) in the Liberal Arts and Sciences in at least five NYSED general core categories with a grade of C or better in each course. NOTE: Most of these requirements are met by completing courses that fulfill the College's general education requirements; students must consult with ECCE program coordinators for approved courses in each area:~~

Required NYSED core liberal arts categories (all are required):

- ~~Written Expression: two courses in English (generally **ENG 111** and 121 or equivalent)~~
- ~~Math: Two courses in Mathematics approved by an ECCE program coordinator~~
- ~~Scientific Processes: Two courses in natural science~~
- ~~Concepts of Social Science & History: Two courses in the Social Sciences~~

Optional NYSED liberal arts core categories (coursework in at least one optional category is required). NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

Track 1:

ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework:

The following courses are to be taken in the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3

DEC 436	Art Methods in Childhood, Grades 1-6	3
DEC 437	Methods of Math in Childhood Settings, Grades 1-6	3

Track 2:

~~ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.~~

~~12 Credits of 400-Level ECCE Coursework:~~

~~The following courses are to be taken in the senior year:~~

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
ECE 436	The Young Child and the Arts, Birth to Grade 2	3
ECE 438	The Young Child and Music, Birth to Grade 2	3

~~NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Skills Test) during the first semester of the 400-level sequence.~~

~~OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program~~

~~Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:~~

		Credits
ECE 300	Education in Historical, Political, and Sociocultural Contexts-Birth to Grade 6	3
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3

ECE 311	The Teaching Profession—Birth to Sixth Grade	3
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**NOTE: ~~ECE 300~~: If a student has completed ~~ECE 304~~, the student does not need to complete ~~ECE 300~~ to satisfy the Option 2 Minor.*

3. To: Early Childhood and Childhood Education Minor

Program Requirements for ECCE Minor

The Department of Early Childhood and Childhood Education offers a 12 credit minor track available to all students who wish to complete an ECCE minor, regardless of whether or not they will seek teaching certification in Early Childhood or Childhood Education. The 12 credit minor is open to all students.

In addition, for students who wish to pursue NYS initial teaching certification, an additional two tracks are offered that lead to certification upon completion. These tracks are called Minor to Masters programs and students may apply once they have completed the 12 credit minor.

ECCE Minor: 12 Credits of 300-Level ECCE Coursework:

		Credits
ECE 301	The Child in <u>Historical, Political and Sociocultural</u> Contexts: Child Study and Development—Birth to Grade 6.	3
ECE 302	Children, Families, Communities, and Schools in <u>Historical, Political</u> and Sociocultural Contexts—Birth to Grade 6.	3
ECE 304	Foundations of Early Language and Literacy Development in <u>Historical, Political</u> and Sociocultural Contexts, Birth to Grade Two	3
ECE 311	The Teaching Profession in <u>Historical, Political and Sociocultural</u> Contexts —Birth to Sixth Grade	3

*NOTE: **ECE 301**, **ECE 302**, **ECE 311**: May be taken in any order; however, to register for **ECE 304**, students must declare the minor in Early Childhood and Childhood Education and have completed **ECE 301**.*

Students Interested in Pursuing NYS Initial Teaching Certification

The Department of Early Childhood and Childhood Education offer two minor tracks that allow students to complete a minor in ECCE education as well as many of the prerequisites required for graduate programs that lead to NYS initial teaching certification:

Minor to Masters Track 1: Childhood Education (Grades 1-6) or Childhood Education (Grades 1-6) with a Bilingual Extension

Minor to Masters Track 2 Early Childhood Education or Early Childhood Education with a Bilingual Extension

These particular programs are referred to as "Minor to Masters" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30 credit graduate program specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's track is composed of the 12 credit ECCE minor, four 400 level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits). Students who complete these requirements at the undergraduate level and maintain a minimum 3.0 GPA will be qualified to pursue a 30 credit graduate program in either Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students must meet the following requirements to be admitted into a Minor to Masters program:

- Completion of **ECE 301, ECE 302, ECE 304** and **ECE 311** with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,
- Submission of SAT or ACT scores
- Satisfactory completion of undergraduate 300 level minor courses and NY State liberal arts requirements,
- Two letters of recommendation, one must be from the student's **ECE 304** instructor,
- An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,
- An on-site writing sample in English, and
- Completion of the College's general education requirements (30 credits) in the Liberal Arts and Sciences in at least five NYSED general core categories with a

grade of C or better in each course. NOTE: Most of these requirements are met by completing courses that fulfill the College's general education requirements; students must consult with ECCE program coordinators for approved courses in each area:

Required NYSED core liberal arts categories (all are required):

- Written Expression: two courses in English (generally **ENG 111** and **ENG 121** or equivalent)
- Math: Two courses in Mathematics approved by an ECCE program coordinator
- Scientific Processes: Two courses in natural science
- Concepts of Social Science & History: Two courses in the Social Sciences

Optional NYSED liberal arts core categories (coursework in at least one optional category is required). NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

ECCE Minor to Masters Track 1: ECCE Minor for Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension

Students who enroll in this track must complete 12 Credits of 400-Level ECCE Coursework in the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
DEC 436	Art Methods in Childhood, Grades 1-6	3
DEC 437	Methods of Math in Childhood Settings, Grades 1-6	3

ECCE Minor to Masters Track 2: Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension

Students who enroll in this track must complete 12 Credits of 400-Level ECCE Coursework in the senior year:

		Credits
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ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
ECE 436	The Young Child and the Arts, Birth to Grade 2	3
ECE 438	The Young Child and Music, Birth to Grade 2	3

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

The proposed change in the ECCE minor programs marks a modification from two options in the initial 12 credit minor track to only one option. The two-fold rationale is both philosophical and procedural.

The two-fold rationale is both philosophical and procedural.

a) Philosophical Rationale

- 1- The minor courses that comprise the new minor are: ECE 301, 302, 311, and 304. All students benefit from an understanding children's literacy acquisition and use; therefore, all students will now enroll in ECE 304 to meet the minor requirements. In the move from offering two 12-credit minor options to one, each of the new minor courses will incorporate aspects of the historical, political, and sociocultural contexts of education that are germane to that specific course.

b) Procedural Rationale

- 1- Offering two different 12-credit minors presents several procedural problems, which the proposed 12-credit minor will correct.
 - a- Repeated explanations in individual advisement sessions
 - b- Evolving student interests requiring changes from one minor option to the other
 - c- Varying faculty advisement approaches may perplex students
 - d- Students experience confusion and uncertainty about their minor choices
 - e- Individual advisement is presently requisite for students progressing to the Minor to Master's program following completion of the minor; the existence of one minor would make individual advisement for minor students unnecessary
 - f- Existence of two minors has caused difficulty for departments such as the Registrar.

5. Date of Department Approval: January 29, 2020

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Change in Title, Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 304
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade Two
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	Prerequisite: ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 304
Course Title	Foundations of Early Language and Literacy Development <u>in Historical, Political and Sociocultural Contexts, Birth to Grade Two</u>
Description	<u>The investigation of literacy through historical, political and sociocultural lenses.</u> Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. <u>Emphasis on children’s language and literacy development in multicultural, multilingual home and educational settings.</u> Includes the study of language development for children with special needs <u>and multilingual learners.</u> Requires a minimum of 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	Prerequisite: ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning(ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities (ECE 311).

5. Date of Departmental Approval: January 29, 2020

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Title, Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in <u>Historical, Political and Sociocultural</u> Contexts: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood <u>that include all developmental domains as well as sociocultural, multicultural, and multilingual perspectives.</u> Emphasis on their application to children in early childhood, childhood, multilingual, multicultural, and inclusive settings. <u>Note: Requires a minimum of 10 hours of fieldwork in home and educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning (ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities. (ECE 311)

5. Date of departmental approval: January 29, 2020

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Title, Course Description, Note

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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2. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in <u>Historical, Political and Sociocultural Contexts—Birth to Grade 6.</u>
Description	Study of the <u>historical, political, sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on families. Emphases include how schooling is perceived by diverse families and communities, and how teachers can partner with families to educate for equity. Note: Requires a minimum of 10 hours of fieldwork in community and educational settings with diverse populations and contrasting social, linguistic and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<ul style="list-style-type: none">_____ World Cultures_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning (ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities (ECE 311).

5. Date of departmental approval: January 29, 2020

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Title, Course Description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of early childhood and childhood teachers in urban settings . Study of teachers' responsibilities in meeting the needs of specific populations of children including children with special needs, English language learners, and gifted learners. Exploration of how teachers design learning environments and programs that support healthy development, self-management, and cooperation. Approaches used to evaluate teacher effectiveness. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession <u>in Historical, Political and Sociocultural Contexts</u> —Birth to Sixth Grade
Description	Study of the professional lives of early childhood and childhood teachers <u>through culturally sustaining and relevant pedagogies as well as the investigation of historical foundations, political, and sociocultural contexts of schools.</u> Study of teachers' responsibilities in meeting the needs of specific populations of children <u>such as children with disabilities and multilingual learners.</u> NOTE: Requires a <u>minimum of 10 hours of field work</u> in educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

In order to ensure that ECCE students meet the expectations defined in the Lehman Urban Transformative Education (LUTE) framework, which guides curriculum development in the department and school of education, all topics in the minor should be understood through historical, political, and socio-cultural lenses including: theories of development and learning (ECE 301), advocating for/in diverse families and communities (ECE 302), understanding how literacy has been defined and taught (ECE 304) and learning about the teaching profession in urban communities. (ECE 311)

5. Date of departmental approval: January 29, 2020

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Exercise Science, B.S.

Hegis Number: 1299.30

Program Code: 32639

Effective Term: Spring 2021

1. **Type of Change:** Change in Degree Requirements

2. **From:**

Exercise Science B.S. (60.5 - ~~62~~-Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that

include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course. ~~A total of 120 credits are required for this degree.~~

a. Exercise Science Courses (42 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 342	Sports Nutrition	3

EXS 423	Exercise Physiology II	3
EXS 424	Principles and Practices of Fitness and Wellness Programming	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 427	Application of Training Principles	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (12.5 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	General Chemistry I	3
CHE 115	General Chemistry Laboratory I	1.5

b. Health Sciences Courses (3 credits)

		Credits
HSD 240	Nutrition and Health	3

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

Option 2: Pre-Physical Therapy

Major Requirements (~~62 credits~~). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses. ~~A total of 120 credits are required for this degree.~~

a. Exercise Science Courses (33 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
EXS 425	Theory and Methods of Strength and Conditioning	3

EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (29 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

GENERAL ELECTIVES:

~~Sufficient credits to reach a total of 120 credits required for graduation.~~

BIO 166 and BIO 167, ~~MAT 172~~, PSY 166 and PSY 217 are recommended electives

3. **To:**

Exercise Science B.S. (60.5 - 68-Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health

care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course.

a. Exercise Science Courses (42 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 342	Sports Nutrition	3
EXS 423	Exercise Physiology II	3
EXS 424	Principles and Practices of Fitness and Wellness Programming	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 427	Application of Training Principles	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (12.5 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	General Chemistry I	3
CHE 115	General Chemistry Laboratory I	1.5

b. Health Sciences Courses (3 credits)

		Credits
HSD 240	Nutrition and Health	3

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

Option 2: Pre-Physical Therapy

Major Requirements (62 - 68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172; or MAT 171 and MAT 108; or placement into calculus (MAT 175) is required in order to enroll in several courses required for the major. MAT 171 or MAT 172 can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

a. Exercise Science Courses (33 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology I	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (29 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

GENERAL ELECTIVES:

BIO 166 and BIO 167, PSY 166 and PSY 217 are recommended as general electives but are not required for this major.

BS to MS Dual Credit Opportunity

Undergraduate students majoring in Exercise Science with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

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

MAT 172 is the pre-req for CHEM 166, CHEM 167, CHEM 168, CHEM 169, PHY 166 and PHY 168 courses. This change in adding pre-req and changing major credits will allow students to be eligible for financial aid to cover this required pre-req course.

The College is seeking to increase graduate student enrollment. The addition of an EXS dual credit option would permit high-performing undergraduate students in this major to take up to 12 graduate credits that would apply towards the EXS M.S in Human Performance & Fitness under the same tuition conditions. This option would therefore create a pipeline for EXS students to enroll in a graduate program in the Department of Health Sciences while reducing tuition costs and number of credits needed for the M.S. degree.

5. Date of departmental approval: 3/4/20

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

DEPARTMENT OF HEALTH SCIENCES

Curriculum Change

Name of Program and Degree Award: Exercise Science, Minor
Effective Term: Spring 2021

1. **Type of Change:** Change in credits for minor.

2. **From:**
Exercise Science Minor (~~12 credits~~)

Option 1: Exercise Science

~~12 credits in Exercise Science courses, including:~~

	Credits
EXS 323 Exercise Physiology	3

~~EXS 323: BIO 181 and 182 are prerequisites for EXS 323.~~

Option 2: Fitness and Wellness

~~12 credits including 9 credits in EXS courses plus 3 credits in:~~

	Credits
HSD 240 Nutrition and Health	3

3. **To:**
Exercise Science Minor (12 - 20 credits)

Option 1: Exercise Science (12-20 credits)

12 credits in Exercise Science courses, including:

Credits

EXS 264	Introduction to Exercise Science	<u>3</u>
EXS 323*	Exercise Physiology	3

* BIO 181 and 182 (8 credits) are prerequisites for EXS 323 and can be used to fulfill the Life & Physical Sciences and Scientific World areas in the Pathways General Education requirements. Students who complete the pre-requisite before declaring the minor may complete Option 1 of the minor in 12 credits.

Option 2: Fitness and Wellness (12 credits)

	Credits	
EXS 264	Introduction to Exercise Science	<u>3</u>
EXS 424	Principles and Practices of Fitness and Wellness Programming	<u>3</u>
HSD 240	Nutrition and Health	3
One additional EXS course		<u>3</u>

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

EXS 264 is the pre-req for all EXS courses and EXS 424 is a required course for option 2. BIO 181 and BIO 182 are pre-req for EXS 323. This change in minor credits will allow students to be eligible for financial aid to cover these required pre-req courses.

5. Date of departmental approval: 3/4/20

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

1. **Type of Change:** Course withdrawal.

2. **Description:**

HSA 268 Managed Health Care, 3 credits; 3 hours

Comprehensive overview of basic concepts of managed health care, including types of managed care organizations, use of data and reports in utilization and quality management, Medicaid and Medicare managed care and other critical issues.

3. **Rationale (Explain why this course/program is no longer needed in the Department):**

This course was changed to HSA 312 but was never removed from the undergraduate bulletin and is currently an active course in CUNYFirst.

4. **Date of departmental approval:** 3/13/19

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

Curriculum Change

Name of Program and Degree Award: Undergraduate Secondary Teacher Education Program Requirements (Art, English, Foreign Language, Mathematics, Science and Social Studies), Minor

Hegis Number: Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205
Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

Effective Date: Spring 2021

1. **Type of Change:** Title, Requirements

2. **From:**

Undergraduate Secondary Teacher Education Program Requirements (Art, English, Foreign Language, Mathematics, Science and Social Studies), Minor

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

		Credits
ESC 301	Psychological Foundations of Middle and High School	3
ESC 302	Social Foundations of Education: A Multicultural Perspective	3

ESC 429	Language and Literacies Acquisition in Secondary Education	3
ESC 463	Special Needs Education: The Identification Instruction & Assessment Special Needs Population Middle & HS	3

Or

A teaching methods course ESC 410-ESC 462 (4 credits) for art¹ , English² , foreign language³ , math⁴ , science⁵ , and social studies⁶

Students who wish to earn New York State 7-12 certification¹ must additionally qualify for, and then complete the Certification Sequence.

The Certification Sequence (12-16 credits)Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0.

The Certification Sequence comprises five additional ESC courses in methods, fieldwork and student teaching.

Teaching Methods and/or Special Needs Students

In consultation with the education adviser, candidates who completed ESC 463 as part of the minor will select two method courses in their content areas. If they have not, they will select ESC 463 and their remaining method course:

ESC 463 (3 credits) Special Needs Education

Art methods: ESC 414 (3 credits) and DEC 436 (3 credits)

English methods: ESC 410 (2 credits) and ESC 422 (3 credits)

Foreign language methods: ESC 462 (2 credits) and ESC 424 (3 credits)

Math methods: ESC 4480 (2 credits) and ESC 432 (3 credits)

Science methods: ESC 467 (2-credits) and ESC 419 (3 credits)

Social studies methods: ESC 433 (3 credits) and ESC 434 (3 credits)

~~ESC 477 (1 credit) Fieldwork in Secondary Schools II~~

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).
5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.

*The Health program has been discontinued and will not accept future applicants.

3. To:

Undergraduate Secondary Teacher Education Program Minor and Certification Requirements (Art, English, Foreign Language, Mathematics, Science and Social Studies), Minor

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

		Credits
ESC 301	Psychological Foundations of Middle and High School	3
ESC 302	Social Foundations of Education: A Multicultural Perspective	3
ESC 429	Language and Literacies Acquisition in Secondary Education	3
ESC 463	Special Needs Education: The Identification Instruction & Assessment Special Needs Population Middle & HS	3

Or

A teaching methods course from ESC 410 to ESC 462 (3 or 4 credits) for art¹ , English² , foreign language³ , math⁴ , science⁵ , and social studies⁶

Students who wish to earn New York State 7-12 certification must additionally qualify for, and then complete the Certification Sequence.

The Certification Sequence (12-16 credits)

Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0.

The Certification Sequence comprises five additional ESC courses in methods, fieldwork and student teaching.

Teaching Methods and/or Special Needs Students

In consultation with the education adviser, candidates who completed ESC 463 as part of the minor will select two method courses in their content areas. If they have not, they will select ESC 463 and their remaining method course:

ESC 463 (3 credits) Special Needs Education

Art methods: ESC 414 (3 credits) and DEC 436 (3 credits)

English methods: ESC 410 (3 credits); and ESC 422 (3 credits) and ESC 476 (1 credit)

Foreign language methods: ESC 462 (3 credits); and ESC 424 (3 credits) and ESC 476 (1 credit)

Math methods: ESC 448 (3 credits); and ESC 432 (3 credits) and ESC 476 (1 credit)

Science methods: ESC 467 (3 credits); and ESC 419 (3 credits) and ESC 476 (1 credit)

Social studies methods: ESC 433 (3 credits) and ESC 476 (1 credit); and ESC 434 (3 credits)

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

		Credits
ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).
5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.

*The Health program has been discontinued and will not accept future applicants.

4. Rationale:

The description contains errors and discrepancies among the pages describing the same parts of the minor and certification process. These changes include (1) amending the title to reflect the minor and certification sequence; (2) deleting ESC 477, which had been deleted in a prior change but not from this section; and (3) correcting the credit amounts associated with each course.

5. **Date of departmental approval:** February 27, 2020

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

Curriculum Change

Hegis Nंबर: Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205
Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

1. **Type of Change:** Eliminate Duplicate Information

2. **From:**

~~Teacher Education Programs in Middle and High School Education~~

~~Students cannot major in education. Students major in the appropriate academic or special subject, complete the **12-credit minor** shown below, and, if they wish to become certified as a teacher, continue on to complete one of the teacher certification sequences outlined below. Students should consult with the undergraduate advisor in the Department of Middle and High School Education to be placed in the appropriate sequence. Students may complete the minor without continuing in the teacher certification sequence.~~

~~Teacher Certification~~

~~College and State-approved sequences have been designed for students seeking certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.~~

~~Teacher certification and licensure are carried out by the New York State Education Department. The public schools of the City of New York have requirements beyond those required for State certification. At both the State and City levels, certification requirements are subject to change without notice. The information about certification contained in this Bulletin is the most up-to-date available at press time, but may become obsolete after publication. It is the responsibility of the student to consult periodically with a departmental adviser about the latest certification requirements.~~

Notes: Changes in program requirements designated by the New York State Education Department for Teacher, Counselor, and/or Administrator certifications occur from time to time. As such, students are advised to consult the Office of Teacher Certification, Room B-33 of Carman Hall, to determine the most current program requirements for certification. Students not seeking an institutional recommendation but who intend to apply independently for certification should consult with a Departmental adviser prior to registration so that a course of study fulfilling State requirements may be planned. New York State may at some point end the independent transcript review route to certification. Students should consult the New York State Education Department website for updates or

may check with the Division of Education's Certification Officer to determine if a change in this policy has been adopted.

Entrance, Continuation, and Exit Conditions for the Certification Sequence

The Certification Sequence (13-16 credits)

Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Skills and Literacy Test (ALST).

The Certification Sequence comprises four additional ESC courses¹, two in teaching methods and two in the Student Teaching Experience.

Teaching Methods and/or Special Needs Students

A teaching methods course **ESC 410-ESC 462** (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶ and/or **ESC 463** (3 credits) Special Needs Education.

ESC 410-ESC 462 (4 credits) teaching methods for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 470	Student Teaching in the Middle and High School Grades	3
ESC 471	Student Teaching Seminar	3

Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (2 college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).

~~5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.~~

~~¹ Art candidates earn K-12 certification, and therefore complete **DEC 436** (3 credits), **ESC 414** (4 credits), and one additional ESC course in consultation with the education adviser.~~

~~² English candidates complete **ESC 410** and **ESC 422**.~~

~~³ Foreign language candidates complete **ESC 424** and **ESC 462**.~~

~~⁴ Math candidates complete **ESC 432** and **ESC 4480**.~~

~~⁵ Science candidates complete **ESC 419** and **ESC 467**.~~

~~⁶ Social studies candidates complete **ESC 433** and **ESC 434**.~~

~~*The Health program has been discontinued and will not accept future applicants.~~

Certification Sequence

*Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science, and Social Studies)**

The Certification Sequence (13-16 credits)

Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

- ~~1. Enter the Certification Sequence with a minimum overall GPA of 3.0;~~
- ~~2. Complete half of the major courses; and~~
- ~~3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.~~

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Literacy Skills Test (ALST).

The Certification Sequence comprises four additional ESC courses (13 credits)¹: two (7 credits) in teaching methods and two (6 credits) in the Student Teaching Experience.

Teaching Methods and/or Special Needs Students

A teaching methods course **ESC 410-462** (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶ and/or **ESC 463** (3 credits) Special Needs Education.

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

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~~Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.~~

~~2. Complete two semesters of college-level study of a language other than English.~~

~~3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).~~

~~4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).~~

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~~¹ Art candidates earn K-12 certification, and therefore complete **DEC 436** (3 credits), **ESC 414** (4 credits), and one additional ESC course in consultation with the education adviser.~~

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~~³ Foreign language candidates complete **ESC 424** and **ESC 462**.~~

~~⁴ Math candidates complete **ESC 432** and **ESC 4480**.~~

~~⁵ Science candidates complete **ESC 419** and **ESC 467**.~~

~~⁶ Social studies candidates complete **ESC 433** and **ESC 434**.~~

~~*The Health program has been discontinued and will not accept future applicants.~~

3. **To:**

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

This information is redundant and already reflected in the other link.

5. **Date of departmental approval:** February 27, 2020

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Number

2. **From:** ~~Strike through~~ the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 4480
Course Title	Teaching Problem Solving in Mathematics in Middle and High School
Description	Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem solving tool; assessment. Problems will be analyzed on both teacher and pupil levels.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 448
Course Title	Teaching Problem Solving in Mathematics in Middle and High School
Description	Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem solving tool; assessment. Problems will be analyzed on both teacher and pupil levels.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

We propose changing the course number to three digits to be consistent across the Department.

5. Date of departmental approval: February 27, 2020.

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Credit/Hours Change

2. **From:** ~~Strike through~~ the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 487
Course Title	Independent Study in Speech and Hearing Sciences
Description	Independent study of special problems and independent research in speech and hearing sciences.
Pre/ Co Requisites	Departmental permission.
Credits	3 -(maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 487
Course Title	<u>Independent Study in Speech and Hearing Sciences</u>
Description	Independent study of special problems and independent research in speech and hearing sciences.
Pre/ Co Requisites	Departmental permission.
Credits	<u>1 – 3</u> (maximum 6 credits.)
Hours	<u>1 – 3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** This change allows students to take an independent study from 1-3 credits. At present, students who need only 1-2 credits must register for 3 credits and incur additional tuition costs unnecessarily.

5. **Date of departmental approval:** February 13, 2020

Informational Items from Undergraduate Curriculum Committee

Approved experimental courses

1. Economics & Business: BBA 341
2. UCC: LEH 102

CUNY has made two revisions to the Pathways Common Core Course Review Committees (CCCRC):

1. Effective fall, 2020, the current two committees (each containing one representative from each campus) will be merged into one (to have one representative from each campus) that will review for all areas.
2. Instead of selected a new representative, CUNY would like one current representative to continue next year. Our current representatives are Anne Rice and Linda Sheetz. As Linda has retired, CUNY asked Anne to continue and she agreed.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ECONOMICS AND BUSINESS**

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Marketing
Course Prefix & Number	BBA 341
Course Title	Marketing in a Digital World
Description	Principles and theories of marketing are applied through the use of digital marketing tools in social media advertising, marketing research, product design, supply chain management and other marketing functions.
Pre/ Co Requisites	BBA 332, BBA 204.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The creation of this course is a result in-part of the CUNY Career Success Course Innovation Grant awarded "to faculty, to support course revision and course creation with the aim of infusing career readiness competencies, integrating industry-

specific content, and/or integrating experiential learning opportunities”. Like many professional disciplines, marketing has become steeped in digital technologies for executing a range of functions from strategic planning to daily tasks such as email advertising. Working in partnership with industry firms and using applied-learning activities, this course is designed to help students become familiar with digital marketing technologies through, for example, workshops and hands-on projects as well as guest lectures and on-site tours led by industry professionals.

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

- Map industry techniques and skills to fundamental marketing principles and theories, including the marketing mix, marketing plan, segmentation principles, marketing research principles and consumer behavior theories.
- Demonstrate the ability think strategically about marketing planning in the context of current technologies.
- Perform several practical marketing tasks using software applications for:
 - website design,
 - website analytics and optimization,
 - Internet advertising including email advertising and social media tactics
- Access, compile, analyze and interpret data from the Internet
- Understand the importance of emerging legislation as it relates to consumer privacy and protections

5. **Date of Departmental Approval:** February 13, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
UNDERGRADUATE CURRICULUM COMMITTEE**

CURRICULUM CHANGE

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

2.

Department(s)	Undergraduate Curriculum Committee
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Liberal Arts
Course Prefix & Number	LEH 102
Course Title	Liberal Arts in Science and Professional Practice
Description	Nature of the liberal arts, goals and objectives of General Education, and links between liberal arts and careers in the sciences and professional practice. Specific focus on information literacy, critical thinking, and intellectual integrity.
Pre/ Co Requisites	Department Permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course is a pilot and part of a redesign of thematic Meta-major Learning Communities in our first-year program. Aligned with high impact best practices, this course is specifically intended for science and pre-professional programs as a condensed version of LEH 100. In the redesign of the learning communities, for students in a variety of pre-majors the first semester either does not allow space for a 3 credit LEH course (for example, students intending to pursue Biology or Chemistry majors) or there is a specific course in the community covering some of the content that is usually covered in LEH 100 (for example, students in health-related majors will take HPI 101).

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

explain the development, importance and goals of a liberal arts education;

identify the specific general education requirements of Lehman College, and create an educational plan;

demonstrate awareness of campus academic and support resources;

examine the career exploration process and how their own skills and interests match up to a chosen major/career path.

5. Date of Undergraduate Curriculum Committee Approval: April 15, 2020

Lehman Senate Budget Committee Report

Based on committee meeting on 4/29/2020

Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning

Senators

Haiping Cheng

Mia Budescu

Alexander Nunez Terres

Alison Behrman

Rick DesRochers

Ruth Wangerin

FP&B members

Brian Murphy

Dene Hurley

Paula Loscocco

Marie Marianetti

Wesley Pitts

Carl Mazza

Administration

Peter Nwosu

Rene Rotolo

Bethania Ortega

Students

Azeez Alimi

Steven Abreu

Smana Ali

Bold font indicate the presence

Guests: Bridget Barbera, Diana Battipaglia, Karin Beck, Elhum Haghghat, Daniel Kabat, Teresita Levy, James Mahon, Joseph Martinez, Julie Maybee, Pam Mills, Bertrade Ngo-Ngijol Banoum, Ryan Raaum, Laura Roberts, Kevin Sailor, and Elin Waring

The Budget committee meeting was called to order at 1:15 pm by the Chair, Haiping Cheng, on April 29, 2020

➤ **Academic Affairs Report:** Provost Nwosu

- Progress on Faculty search: 17 completed, 9 in progress for total 26 (16 replacement+10 new lines)
- Promotion: approved by Lehman FP&B before 4/20 will proceed without additional review
- Adjunct for summer 2020 will be processed

➤ **Moment of Silence**

- Provost Nwosu called a moment of silence to honor one Lehman student and community members lost during covid19 crisis.

➤ **Budget update:** VP Rotolo

- FY2020 2ndQ update: \$2.7 surplus compared to FY2020 plan (now down to \$1-1.5M), details on the 2nd slide.
- FY2021 projection: supplemented in part by one-time-fund of prior year saving (CUTRA), details on the 2nd slide


➤ **Open discussion: major topics raised and discussed by the committee**

- Increasing enrollment: 1% enrollment increase → \$900K revenue,
 - Online program, receiving more epermit, better marketing,
 - Strengthen graduate program
 - Better market targeting, following up accepted/stay at home Bronx and near-by college students
 - Better and more attractive home page for Lehman College, highlighting available courses, summer/fall
 - Increase retention effort: faculty join calling campaign
- Maintain faculty support: full time, adjuncts, substitute professors, new faculty start-up
- More campus involvement in budget planning
- Increase fundraising effort

Lehman Senate Budget Committee Report

Based on 2nd Q budget update on April 29, 2020

FY2020 2nd Q report and 2021 projections for major campus spending (millions)

	2020 report 2 nd Q	2021 projection flat enroll	2021 projection 8% cut flat enroll	2021 projection 10%cut Flat enroll	2021 projection 10%cut -5% enroll
Base budget	114.4	105.9	97.4	95.3	95.3
Base budget +enrollment	117.1	105.9	100.2	95.3	93.6
Spending: PS regular	84.0	84.2**	84.2	84.2	84.2
Adjuncts	18.3	19.1	19.1	19.1	19.1
Temp service	4.5	5.2	5.2	5.2	5.2
OTPS	7.95	7.4	7.4	7.4	7.4
Total Spending	114.7	115.9	115.9	115.9	115.9
Under/Over spending	2.5	10.0	15.7	20.6	22.3
Prior Year Saving (CUTRA)	9.6	11	11	11	11
Other possible budget increases	Enrollment: every 1% increase → \$900K, CUNY funding step increase and professional hours, CARES Act: \$6.6M+\$1M				
Year-end *** balance	11?	1?	4.7?	9.6?	11.3?

*Green (increase) and Red (reduction) from prior period.

** Active faculty and staff only, does not include \$4.5 current unfilled vacancies

*** Projected year-end balance can be improved by other possible savings: Additional vacancies not filled in addition to current \$4.5M in FT vacancies; Budget does not include tuition increase.

Next Budget meeting
May ?, 2020 (TBA)

Senate Ad-Hoc Committee – Academic Assessment Council

Assessment Report for Senate 5/6/2020

- 1) Assessment Management System (AMS):
 - a. The Office of Academic Programs and Educational Effectiveness (APEE) has completed the first phase of the task begun this spring to identify, review and recommend an AMS for the college. Working with multiple stakeholders that included the Assessment Council and the IT division, APEE reviewed three products - Nuventive's *Improve*, Watermark's *Insights' Planning*, and SPOL *Strategic Planning Online*. The review included demonstrations of the products by the vendors.
 - b. Following the review and stakeholder feedback, APEE has recommended that we adopt *Improve* as the college's new AMS. *Improve* has seamless integration with Blackboard, Tableau, CUNYFirst, among others, and supports academic program and AES assessments, General Education assessment, and Program Review, and can be customized to align assessment outcomes in support of College Strategic Planning and CUNY's Performance Management Process.
 - c. *Improve* has strong reports and dashboards functions (by department, school, and college); 30 built-in report templates; and email reminders to faculty and staff.
 - d. It is also mobile friendly; and has some AI capacity from Nuventive's partnership with Microsoft.
 - e. Although more expensive than our previous AMS (*Taskstream*), *Improve* appears to be a robust system with the capability for alignment, reporting and documentation of our key institutional effectiveness efforts in one central repository.
- 2) A schedule to restart Academic Program Reviews in each school was finalized. Deans will be notifying departments whose programs will be reviewed during 2020-2021.
- 3) Annual academic assessments and administrative & educational support (AES) unit assessments are continuing in spite of COVID-19, although some results might not be available until fall 2020.
- 4) An online workshop on the 6-step process for AES units was held on April 30, 2020. A workshop for both academic and AES units on Creating Outcomes is being planned.
- 5) A presentation on our use of the 6-step process in academic and AES units is being submitted for the Middle States Commission on Higher Education (MSCHE) conference in December 2020.
- 6) The final meeting of the council for this semester was held on April 27.