

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Organizational Leadership, Development and Change, EdD

Hegis Number: 2299.00

Program Code: 42352

1. **Type of Change:** *Change in Degree Requirements*

2. **From:**  
**Organizational Leadership, Development and Change**

**EDOL Program Overview**

Lehman College's 52-credit Ed.D. in Organizational Leadership, Development and Change (EDOL) program seeks talented individuals who come from diverse backgrounds and want to lead change in their organizations and communities.

Throughout the three years of part-time study, Ed.D. candidates not only learn from instructors who possess both academic expertise and practical know-how but from peers in their cohort (a small group of highly qualified candidates who move through their course of study as a group).

Because candidates' lives are filled with work, family, and community, the program is offered in a low-residency format, with most of the coursework delivered online (asynchronous and synchronous). Prospective students can expect to come to campus no more than two or three days per academic year (either in the evening or on weekends).

In each cohort, Ed.D. candidates collaborate with other committed individuals from both the non-profit and profit sectors who are focused on the same goal-- strengthening their organizations. The curriculum reflects an interdisciplinary approach to leadership that integrates theory and best practices from education, business, health and human services, psychology, and public administration. The EDOL program is aligned with the Carnegie Project on the Education Doctorate's standard of "dissertation in practice, which employs an innovative framework that moves away from the traditional dissertation. As an alternative, candidates complete three articles that focus on a problem of practice within their workplace or their community. Through course work and guided dissertation seminars, candidates hone their writing and research skills and

become practitioner-scholars, prepared to contribute to the professional conversation on organizational development and change.

The EDOL program prepares candidates for advanced careers and develops their capacity for change-making, innovation, and leadership in a variety of organizational contexts.

## Requirements

Collapse All

### Major Requirements - Admission

Type: Prerequisite

Additional Comments:

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:
  1. one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and
  2. 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 the EDOL program and explain the ways this line of inquiry fits into his/her/their professional goals; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to an individual interview with the EDOL 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.

Major Requirement - Overall

Type: Completion requirement

Earn at least 52 credits

Major Requirements - Core Courses

Type: Completion requirement

Semester I: ~~(7 credits)~~

Complete ALL of the following Courses:

EDL 911 - Leaders as Scholars

EDL 930 - Research I: Introduction to Research Methods

Semester II

Complete ALL of the following Courses:

~~MSB 700 - Organizational Behavior~~

EDL 912 - Doctoral Studies Seminar

EDL 940 - Research II: Introduction to Applied Research

~~\*Dissertation: Part One Due~~

Semester III

Complete ALL of the following Courses:

~~EDL 903 - Collaborative Leadership Through Communication~~

EDL 950 - Research III: Practice-based, Service and Action Research

Semester IV

Complete ALL of the following Courses:

~~EDL 902 - The Ethical Leader~~

EDL 913 - Guided Dissertation

~~EDL 960 - Leveraging Human and Financial Resources for Social Impact~~

Semester V

Complete ALL of the following Courses:

EDL 904 - Strategic Leadership

EDL 970 - Teaching and Learning

Semester VI

Complete ALL of the following Courses:

EDL 905 - Leadership Analytics and Grant Writing

EDL 980 - Systems Thinking Through a Social Justice Lens

Semester VII

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

~~\*Dissertation: Part Two Due~~

Semester VIII

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

~~\*Dissertation: Part Three Due~~

Semester IX

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

~~\*Complete Dissertation Due~~

3. To:

**Organizational Leadership, Development and Change**

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Major Requirements - Core Courses

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Semester I:

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EDL 930 - Research I: Introduction to Research Methods

Semester II

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EDL 940 - Research II: Introduction to Applied Research

Semester III

Complete ALL of the following Courses:

MSB 700 - Organizational Behavior

EDL 950 - Research III: Practice-based, Service and Action Research

Semester IV

Complete ALL of the following Courses:

EDL 903 - Collaborative Leadership Through Communication

EDL 913 - Guided Dissertation

Semester V

Complete ALL of the following Courses:

EDL 904 - Strategic Leadership

EDL 970 - Teaching and Learning

Semester VI

Complete ALL of the following Courses:

EDL 905 - Leadership Analytics and Grant Writing

EDL 980 - Systems Thinking Through a Social Justice Lens

Semester VII

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

EDL 960 - Leveraging Human and Financial Resources for Social Impact

Semester VIII

Complete ALL of the following Courses:

EDL 902 - The Ethical Leader

EDL 913 - Guided Dissertation

Semester IX

Complete ALL of the following Courses:

EDL 913 - Guided Dissertation

**4. Rationale:**

- EDOL students have found it overwhelming to take 3 courses per semester, so we are moving some of the coursework to Year 3. This way, each semester requires a maximum of 2 courses. In addition, students can only apply for financial aid when they are taking a minimum of 2 courses, so this change will alleviate their financial burden, as well.
- We have also removed the deadlines for the dissertation chapters because students often work on them at their own pace and they must be submitted prior to the last semester. We believe that these changes in degree requirements will support retention efforts.
- No courses are being removed or added; only the sequence is being modified.
- These changes will not impact the learning outcomes of the department or program.

**5. Date of departmental approval: February 25, 2026**

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY  
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**CURRICULUM CHANGE**

1. **Type of Change:** Description, title, and prerequisite

2. **From:**

|   |   |
|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 702   |
| Course Title  | <del>Ethics in School Leadership</del>  |
| Description   | Examination of the ethical issues that <del>P-12 principals and other</del> school leaders commonly face in <del>urban schools</del> . Emphasis is on leadership strategies that embrace integrity, impartiality, honesty, respect, linguistic and cultural diversity, and a strong work ethic, as well as effecting change through ethical decision making.  |
| Pre/ Co Requisites                                  | PREREQ: <del>Department consent required.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society |

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|  | ___ Scientific World |
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**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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 702   |
| Course Title  | <u>Ethical and Legal Issues for Educational Leaders</u>   |
| Description   | Examination of the ethical <u>and legal</u> issues that school <u>and district</u> leaders commonly face. Emphasis is on leadership strategies that embrace integrity, impartiality, honesty, respect, linguistic and cultural diversity, and a strong work ethic, as well as effecting change through ethical decision making. <u>Also provides an overview of legal issues that impact education. Fieldwork hours required.</u>   |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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                         | <p style="text-align: center;">X Not Applicable</p> <p style="text-align: center;">___ Required</p> <p style="text-align: center;">___ English Composition</p> <p style="text-align: center;">___ Mathematics</p> <p style="text-align: center;">___ Science</p> <p style="text-align: center;">___ Flexible</p> <p style="text-align: center;">___ World Cultures</p> <p style="text-align: center;">___ US Experience in its Diversity</p> <p style="text-align: center;">___ Creative Expression</p> <p style="text-align: center;">___ Individual and Society</p> <p style="text-align: center;">___ Scientific World</p> |

**4. Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.
- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

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| 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 Studies  |
| Course Prefix & Number                              | EDL 703   |
| Course Title  | Collaborative and Community-Based Leadership  |
| Description   | Emphasis on collaborative strategies school-building leaders can use to build consensus with teachers, school counselors and other educational staff, parents, and the community. Focus on the role of the school-leader in creating programs that benefit both the school and the community. <del>Students will participate in 6 hours of leadership experiences in the field over the course of the semester.</del>   |
| Pre/ Co Requisites                                  | PREREQ: Department consent required.  |
| 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                         | <p style="text-align: center;">X Not Applicable</p> <p style="text-align: center;"><input type="checkbox"/> Required</p> <p style="text-align: center;">    <input type="checkbox"/> English Composition</p> <p style="text-align: center;">    <input type="checkbox"/> Mathematics</p> <p style="text-align: center;">    <input type="checkbox"/> Science</p> <p style="text-align: center;"><input type="checkbox"/> Flexible</p> <p style="text-align: center;">    <input type="checkbox"/> World Cultures</p> <p style="text-align: center;">    <input type="checkbox"/> US Experience in its Diversity</p> <p style="text-align: center;">    <input type="checkbox"/> Creative Expression</p> |

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|  | <input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
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| 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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 703  |
| Course Title  | Collaborative and Community-Based Leadership   |
| Description   | Emphasis on collaborative strategies school <u>and district</u> leaders can use to build consensus and strengthen partnerships with educational staff, parents, board members, and the community. Focus on the role of the <u>educational leader</u> in creating effective programs that benefit the school, <u>district, and community</u> . <u>Fieldwork hours required.</u>   |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
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| 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 Studies  |
| Course Prefix & Number                              | EDL 704   |
| Course Title  | Instructional and Curriculum Leadership   |
| Description   | Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, <del>but are not limited to</del> developing an instructional vision; clinical supervision; learning <del>theories</del> ; curriculum development <del>and theories</del> ; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. Students will participate in 6 hours of leadership experiences in the field over the course of the semester. <del>PREREQ: EDL 701 and EDL 702 and/or permission of the Program Coordinator.</del> |
| Pre/ Co Requisites                                  | <del>PREREQ: EDL 701 and EDL 702 and/or permission of the Program Coordinator.</del>  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible  |

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|  | <input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
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| Department(s)                                       | CLLSE  |
| Career  | <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
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| Subject Area  | Leadership Studies   |
| Course Prefix & Number                              | EDL 704  |
| Course Title  | Instructional and Curriculum Leadership  |
| Description   | Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, developing an instructional vision; clinical supervision; <u>teaching, learning and curriculum development theories</u> ; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. <u>Fieldwork hours required.</u>   |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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| Subject Area  | Leadership Studies   |
| Course Prefix & Number                              | EDL 708  |
| Course Title  | <del>Research, Assessment &amp;</del> Data-Driven Decisions  |
| Description   | Identification, use, and interpretation of <del>educational research</del> to impact on school management, instruction, and student performance. Data collection methods for accountability and program evaluation. <del>Action research methods emphasized. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.</del>                                    |
| 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) |  |
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| Subject Area  | Leadership Studies   |
| Course Prefix & Number                              | EDL 708  |
| Course Title  | Data-Driven Decision Making  |
| Description   | Identification, use, and interpretation of <u>data</u> to impact school <u>and district</u> management, instruction, and student performance. Data collection methods for accountability and program evaluation. <u>Humanizing data practices. Fieldwork hours required.</u>   |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

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| Academic Level                                      | <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial  |
| Subject Area  | Leadership Studies  |
| Course Prefix & Number                              | EDL 710   |
| Course Title  | <del>The Leadership Experience I-Building Level</del>   |
| Description   | One of two required supervised internships for <del>School Building Leader</del> certification. Interns are required to complete <del>200 hours of</del> school-based leadership <del>experiences</del> at approved <del>school</del> sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society |

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**3. To:**

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|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 710   |
| Course Title  | <u>Integrated Leadership Internship I</u>   |
| Description   | One of two required supervised internships for <u>NYS Administrator certification</u> . Interns are required to complete <u>guided school- and district-based leadership activities</u> at approved sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.  |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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                         | <p style="text-align: center;">X Not Applicable</p> <p>___ Required</p> <p style="padding-left: 20px;">___ English Composition</p> <p style="padding-left: 20px;">___ Mathematics</p> <p style="padding-left: 20px;">___ Science</p> <p>___ Flexible</p> <p style="padding-left: 20px;">___ World Cultures</p> <p style="padding-left: 20px;">___ US Experience in its Diversity</p> <p style="padding-left: 20px;">___ Creative Expression</p> <p style="padding-left: 20px;">___ Individual and Society</p> <p style="padding-left: 20px;">___ Scientific World</p> |

**4. Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result

of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Description, title, and prerequisite

2. **From:**

|   |   |
|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 711   |
| Course Title  | <del>The Leadership Experience II-Building Level</del>  |
| Description   | <del>One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society |

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|--|-----------------------|
|  | ____ Scientific World |
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**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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 711  |
| Course Title  | <u>Integrated Leadership Internship II</u>   |
| Description   | <u>The second of two required supervised internships for NYS Administrator certification. Interns are required to complete guided school- and district-based leadership activities at approved sites and develop an educational improvement plan. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.</u>  |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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                         | <p style="text-align: center;">X Not Applicable</p> <p>____ Required</p> <p style="padding-left: 20px;">____ English Composition</p> <p style="padding-left: 20px;">____ Mathematics</p> <p style="padding-left: 20px;">____ Science</p><br><p>____ Flexible</p> <p style="padding-left: 20px;">____ World Cultures</p> <p style="padding-left: 20px;">____ US Experience in its Diversity</p> <p style="padding-left: 20px;">____ Creative Expression</p> <p style="padding-left: 20px;">____ Individual and Society</p> <p style="padding-left: 20px;">____ Scientific World</p> |

**4. Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All

current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.

- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
- These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Description and prerequisite

2. **From:**

|   |   |
|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 712   |
| Course Title  | Leading an Effective School District  |
| Description   | Examination of concepts, practices, and empirical research related to <del>urban-district leadership</del> . Emphasis on basic administrative theories of change, supervision, organizational structure, decision making, <del>motivation, communication, and culture</del> as applied to <del>urban-district improvement and leadership</del> . Students will participate in 6 hours of leadership experiences in the field over the course of the semester.   |
| 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                         | <p style="text-align: center;">X Not Applicable</p> <p style="text-align: center;"><input type="checkbox"/> Required</p> <p style="text-align: center;">    <input type="checkbox"/> English Composition</p> <p style="text-align: center;">    <input type="checkbox"/> Mathematics</p> <p style="text-align: center;">    <input type="checkbox"/> Science</p> <p style="text-align: center;"><input type="checkbox"/> Flexible</p> <p style="text-align: center;">    <input type="checkbox"/> World Cultures</p> <p style="text-align: center;">    <input type="checkbox"/> US Experience in its Diversity</p> <p style="text-align: center;">    <input type="checkbox"/> Creative Expression</p> |

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|  | <input type="checkbox"/> Individual and Society<br><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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 712  |
| Course Title  | Leading an Effective School District   |
| Description   | Examination of concepts, practices, and empirical research related to <u>the role of the superintendent</u> . Emphasis on <u>strategic leadership and advanced</u> administrative theories of change, supervision, organizational structure, decision making, <u>motivation, and</u> communication as applied to <u>system-level</u> district improvement. <u>Fieldwork hours required.</u>  |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

- New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we are revising certain courses to align with the new requirements.
- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
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**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

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

**CURRICULUM CHANGE**

1. **Type of Change:** Description and prerequisites

2. **From:**

|   |   |
|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 714   |
| Course Title  | Educational Vision, Strategic Planning, and Systematic Evaluation   |
| Description   | Examination of the definitions and processes inherent in creating an educational vision, planning to implement the vision, and evaluating progress toward achieving the vision. Emphasis on the fundamentals of educational strategic planning, including mission, beliefs, objectives, policies, SWOT analyses, action plans, and benchmarking. <del>Students will participate in 6 hours of leadership experiences in the field over the course of the semester.</del> <b>PREREQ: EDL 712 and EDL 713 and/or permission of the Program Coordinator.</b> |
| Pre/ Co Requisites                                  | PREREQ: EDL 712 & 713 and Department Consent Required   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible  |

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|  | <input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 714  |
| Course Title  | Educational Vision, Strategic Planning, and Systematic Evaluation  |
| Description   | Examination of the definitions and processes inherent in creating an educational vision, planning to implement the vision, and evaluating progress toward achieving the vision. Emphasis on the fundamentals of educational strategic planning, including mission, beliefs, objectives, policies, SWOT analyses, action plans, and benchmarking. Fieldwork hours required.   |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

4. **Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.
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- These changes will not impact the learning outcomes of the department or program.

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**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

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

**CURRICULUM CHANGE**

1. **Type of Change:** Description and prerequisites

2. **From:**

|   |   |
|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 715   |
| Course Title  | Diversity and Educational Leadership  |
| Description   | <del>Explores the role of the school district leader in the development, implementation, and supervision of special education, bilingual, and at-risk programs that are culturally and ethnically sensitive. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.</del>   |
| Pre/ Co Requisites                                  | PREREQ: EDL 712 & 713 and Department Consent Required   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society |

|  |                       |
|--|-----------------------|
|  | ____ Scientific World |
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**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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 715  |
| Course Title  | Diversity and Educational Leadership   |
| Description   | <u>Explores the role of educational leaders in developing, implementing, supervising, and evaluating programs that serve diverse student populations, including students with disabilities and multilingual learners. Examines the ways race, ethnicity, culture, language, socioeconomic status, and ability shape educational experiences and outcomes, and explores strategies for increasing equity and access. Addresses leaders' responsibilities in ensuring compliance with federal and state mandates while moving beyond compliance to build genuinely inclusive school communities. Fieldwork hours required.</u> |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator</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                         | <p style="text-align: center;">X Not Applicable</p> <p>____ Required</p> <p style="padding-left: 40px;">____ English Composition</p> <p style="padding-left: 40px;">____ Mathematics</p> <p style="padding-left: 40px;">____ Science</p><br><p>____ Flexible</p> <p style="padding-left: 40px;">____ World Cultures</p> <p style="padding-left: 40px;">____ US Experience in its Diversity</p> <p style="padding-left: 40px;">____ Creative Expression</p> <p style="padding-left: 40px;">____ Individual and Society</p> <p style="padding-left: 40px;">____ Scientific World</p>   |

4. **Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content. These changes will not impact the learning outcomes of the department or program.
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**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

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

**CURRICULUM CHANGE**

1. **Type of Change:** Description and prerequisite

2. **From:**

|   |  |
|---|--|
| 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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 716  |
| Course Title  | Educational Policy, Government and Law   |
| Description   | Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of <del>school-district</del> leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local <del>school</del> policies. <del>Students will participate in 6 hours of leadership experiences in the field over the course of the semester.</del> |
| 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                         | <p style="text-align: center;">X Not Applicable<br/> <input type="checkbox"/> Required<br/> <input type="checkbox"/> English Composition<br/> <input type="checkbox"/> Mathematics<br/> <input type="checkbox"/> Science</p> <p style="text-align: center;"><input type="checkbox"/> Flexible<br/> <input type="checkbox"/> World Cultures<br/> <input type="checkbox"/> US Experience in its Diversity</p>  |

|  |  |
|--|--|
|  | <input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 716  |
| Course Title  | Educational Policy, Government and Law   |
| Description   | Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of <u>educational</u> leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local <u>district</u> policies. <u>Fieldwork hours required.</u>  |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

4. **Rationale:**

- New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we are revising certain courses to align with the new requirements.
- Outdated prerequisites have been removed. Permission from the Program Coordinator is required to register for this course.
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5. **Date of departmental approval:** February 25, 2026

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Description and prerequisite

2. **From:**

|   |   |
|---|---|
| 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 717   |
| Course Title  | Finance, Operations, and HR Management  |
| Description   | Examines the role of the <del>school district</del> leader in long-range financial planning, facility development, and human resource management. Topics include, <del>but are not limited to</del> , financial, human, and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. <del>Students will participate in 6 hours of leadership experiences in the field over the course of the semester.</del> |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible  |

|  |  |
|--|--|
|  | <input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 717  |
| Course Title  | Finance, Operations, and HR Management   |
| Description   | Examines the role of the <u>educational leader</u> in long-range financial planning, facility development, and human resource management. Topics include financial, human, <u>technological</u> , and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. <u>Fieldwork hours required.</u> |
| Pre/ Co Requisites                                  | PREREQ: <u>Permission of the Program Coordinator.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society  |

|  |                       |
|--|-----------------------|
|  | ____ Scientific World |
|--|-----------------------|

4. **Rationale:**

- New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we are revising certain courses to align with the requirements and integrate both school and district leadership content.
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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)                                       | 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 723   |
| Course Title  | Action Research for Educational Leaders   |
| Description   | Exploration of action research as a district-, school-, and classroom-based form of systematic inquiry connected to professional growth and school improvement. Principles, methodologies, and diverse approaches to action research, with particular emphasis on participatory models that engage multiple stakeholders in the inquiry process. Students will develop the skills to design and conduct practitioner-driven research in educational settings. Fieldwork hours required. |
| Pre/ Co Requisites                                  | PREREQ: Permission of the Program Coordinator.  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures   |

|  |   |
|--|---|
|  | <input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
|--|---|

### 3. **Rationale:**

New York State has developed a new Administrator certificate. The School Building Leader and District Leader certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we must create select new courses to align with the requirements and integrate both school and district leadership content. These changes will not impact the learning outcomes of the department or program.

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

1. Students will gain a comprehensive understanding of the action research process, including its stages, principles, and ethical considerations relevant to educational settings.
2. Students will develop skills to identify and articulate specific problems or areas for improvement within their educational institutions that can be addressed through action research.
3. Students will identify a variety of qualitative and quantitative data collection methods, including surveys, interviews, observations, and document analysis, enabling them to gather relevant information to inform their research.
4. Students will be trained to analyze data effectively, using appropriate techniques to gain meaningful insights that inform decision-making and teaching/learning practices.
5. Students will learn to create actionable plans based on their research findings to implement changes that improve teaching and learning outcomes.
6. Students will understand how to assess the effectiveness of their action plans and interventions through ongoing evaluation, enabling adjustments and continued improvement based on feedback and outcomes.
7. Students will develop skills to effectively communicate their research findings to diverse stakeholders, emphasizing the importance of transparency and accountability in educational leadership.

### 5. **Date of Departmental Approval:** February 25, 2026

**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)                                       | 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  | Leadership Studies  |
| Course Prefix & Number                              | EDL 724   |
| Course Title  | District Curriculum, Assessment & Accountability Systems  |
| Description   | Emphasis on leading the design, implementation, and evaluation of coherent, district-wide systems of curriculum, instruction, and assessment, with a focus on issues of equity. Topics include approaches to district-wide program evaluation; using quantitative and qualitative methods to assess effectiveness, monitor student progress, and inform strategic decision making; and strategies for information flow to support continuous improvement. Fieldwork hours required. |
| Pre/ Co Requisites                                  | PREREQ: Permission of the Program Coordinator.  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures   |

|  |  |
|--|--|
|  | <p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p> |
|--|--|

**3. Rationale:**

New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we are revising certain courses to align with the new requirements. These changes will not impact the learning outcomes of the department or program.

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

1. Students will be trained to design and implement accountability systems that align curriculum, assessment, and instructional practices with district goals and standards.
2. Students will develop the skills to evaluate district-wide programs using both qualitative and quantitative methods, assessing their effectiveness in meeting educational goals.
3. Students will learn how to design and utilize various assessment tools and strategies to monitor student progress and inform instructional practices.
4. Students will critically analyze issues of equity regarding curriculum and assessment, learning how to implement strategies that promote equitable access to educational opportunities.
5. Students will develop strategies for effective communication and information flow regarding curriculum and assessment practices among stakeholders to support continuous improvement.
6. Students will cultivate leadership skills necessary to guide teams in the areas of curriculum development, assessment design, and program evaluation within the district context.

**5. Date of Departmental Approval: February 25, 2026**

**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)                                       | 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  | Leadership Studies   |
| Course Prefix & Number                              | EDL 725  |
| Course Title  | Practicum in Superintendency   |
| Description   | This is a required supervised internship for all students pursuing the NYS Superintendent Extension. Interns are required to complete district-based leadership activities focused on the superintendent's role at approved sites. Students will engage in field experiences that enhance their understanding of the superintendency's role within the context of P-12 education. Includes seminars devoted to reflection, discussion, role playing, and journaling. |
| Pre/ Co Requisites                                  | PREREQ: Permission of the Program Coordinator.   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity   |

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

3. **Rationale:**

New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we must develop a new internship course to align with the new requirements. These changes will not impact the learning outcomes of the department or program.

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

1. Students will apply leadership knowledge and skills through a variety of activities that were learned throughout the course of the program
2. Students will apply leadership skills and knowledge articulated in state and local standards for superintendents

5. **Date of Departmental Approval:** February 25, 2026

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

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

**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Educational Leadership, Master of Science in Education

**Hegis Number:** 0828.00

**Program Code:** TBD

**Effective Term:** Fall 2027

1. **Type of Change:** Re-registered Master of Science in Education Program in Educational Leadership as per New York State mandate

2. **From:** N/A

3. **To:**

The purpose of the 30-credit Master of Science in Education Program (M.S.Ed.) in Educational Leadership is to prepare candidates for positions as school and district leaders, with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for Professional Administrator certification. The program prepares individuals to be catalysts for P-12 educational change and improved student performance and to assume school and district positions such as principal, assistant principal, department chair, director, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to Professional Administrator certification. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with schools, districts, and community agencies, are a central component throughout the program. Candidates develop their skills and capacities as educational leaders through school- and district-level experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

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

**Admission Requirements**

Note: Students admitted every fall semester.

- A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
- A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
- New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
- A minimum of three years of successful teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (P-12) or will have such experience prior to completion of the program;
- Two letters of recommendation: one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 educational leader; the second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree in Educational Leadership; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
- *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

### **Continuation Requirements**

- Earn a minimum 3.0 (B) grade point average;
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
- 24 credits in Educational Leadership courses with a minimum 3.0 (B) grade point average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 and EDL 711; and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through projects and fieldwork.

### **Graduation Requirements**

Fulfill ALL of the following requirements:

- Completion of 30 approved graduate credits of study in educational leadership
- Earn a minimum 3.0 (B) grade point average
- Successful completion of all fieldwork requirements

Additional Comments:

- In order to receive institutional recommendation by Lehman College for New York State Administrator certification, students must complete all program

requirements and confirm that all New York State Education-mandated workshops have been completed.

- New York State requires passing scores on specific exams to be eligible for Administrator certification. To view the exam requirements, please visit the New York State Education Department (NYSED) website at <https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>.
- NYSED will not issue certificates in the School Building Leader (SBL) and School District Leader (SDL) titles, other than the Professional certificate and reissuance of an Initial SBL certificate, with an effective date that begins after September 1, 2031. However, the Professional certificate and Initial Reissuance will continue to be issued to candidates who continue to pursue the Professional SBL and/or SDL certificate or have a valid or expired Initial SBL certificate. Candidates must apply and qualify for such certificates on or before January 1, 2031, including the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. NYSED may extend the effective date of such certificates, as applicable, after September 1, 2031, pursuant to the time extension requirements in section 80-1.6 of the Commissioner's regulations.

### **Option One: Hybrid/Campus Program**

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 702: Ethical and Legal Issues for Educational Leaders (3 credits)
- EDL 704: Instructional and Curriculum Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Semester IV (Fall)

- EDL 710: Integrated Leadership Internship I (3 credits)
- EDL 723: Action Research for Educational Leaders (3 credits)

Semester V (Spring)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

**Option Two: Online Program** (*Courses offered as asynchronous or synchronous via video instruction except for required fieldwork.*)

Complete ALL of the following courses:

**Semester I (Fall)**

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

**Semester II (Spring)**

- EDL 702: Ethical and Legal Issues for Educational Leaders (3 credits)
- EDL 704: Instructional and Curriculum Leadership (3 credits)

**Semester III (Summer)**

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

**Semester IV (Fall)**

- EDL 710: Integrated Leadership Internship I (3 credits)
- EDL 723: Action Research for Educational Leaders (3 credits)

**Semester V (Spring)**

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

**Additional Comments:**

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

**4. Rationale:**

New York State has developed a new Administrator certificate. The School Building Leader (SBL) and School District Leader (SDL) certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we created new courses and revised existing courses to align with the requirements and integrate both school and district leadership content. We also created a new program description and course sequence for the re-registered program that also follows the new requirements, but must retain the current SBL and SDL descriptions in the bulletin since students are currently enrolled and will be allowed to still graduate from them. These changes will not impact the learning outcomes of the department or program.

**5. Date of departmental approval: February 25, 2026**

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

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

**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Educational Leadership, Advanced Certificate

**Hegis Number:** 0827.00

**Program Code:** TBD

**Effective Term:** Fall 2027

1. **Type of Change:** Re-registered Advanced Certificate Program in Educational Leadership as per New York State mandate

2. **From:** N/A

3. **To:**

The purpose of the 24-credit Advanced Certificate Program in Educational Leadership is to prepare candidates for positions as school and district leaders, with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for Professional Administrator certification. The program prepares individuals to be catalysts for P-12 educational change and improved student performance and to assume school and district positions such as principal, assistant principal, department chair, director, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to Professional Administrator certification. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with schools, districts, and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as educational leaders through school- and district-level experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the Advanced Certificate program can be completed in approximately 4 semesters.

**Admission Requirements**

Note: Students admitted every fall semester.

- A Master's degree in education or a related field (e.g., teaching, school counseling, etc.) from an accredited college or university with a minimum 3.0 (B) Grade Point Average;
- New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
- A minimum of three years of successful teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (P-12) or will have such experience prior to completion of the program;
- Two letters of recommendation: one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 educational leader; the second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree in Educational Leadership; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
- *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

### **Continuation Requirements**

- Earn a minimum 3.0 (B) grade point average;
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
- 18 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 and EDL 711; and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through projects and fieldwork.

### **Graduation Requirements**

Fulfill ALL of the following requirements:

- Completion of 24 approved graduate credits of study in educational leadership
- Earn a minimum 3.0 (B) grade point average
- Successful completion of all fieldwork requirements

Additional Comments:

- In order to receive institutional recommendation by Lehman College for New York State Administrator certification, students must complete all program

requirements and confirm that all New York State Education-mandated workshops have been completed.

- New York State requires passing scores on specific exams to be eligible for Administrator certification. To view the exam requirements, please visit the the New York State Education Department (NYSED) website at <https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>.
- NYSED will not issue certificates in the School Building Leader (SBL) and School District Leader (SDL) titles, other than the Professional certificate and reissuance of an Initial SBL certificate, with an effective date that begins after September 1, 2031. However, the Professional certificate and Initial Reissuance will continue to be issued to candidates who continue to pursue the Professional SBL and/or SDL certificate or have a valid or expired Initial SBL certificate. Candidates must apply and qualify for such certificates on or before January 1, 2031, including the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. NYSED may extend the effective date of such certificates, as applicable, after September 1, 2031, pursuant to the time extension requirements in section 80-1.6 of the Commissioner's regulations.

### **Option One: Hybrid/Campus Program**

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 704: Instructional and Curriculum Leadership (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 710: Integrated Leadership Internship I (3 credits)

Semester IV (Fall)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

**Option Two: Online Program** (*Courses offered as asynchronous or synchronous via video instruction except for required fieldwork.*)

Complete ALL of the following courses:

Semester I (Fall)

- EDL 708: Data-Driven Decision Making (3 credits)
- EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 credits)

Semester II (Spring)

- EDL 704: Instructional and Curriculum Leadership (3 credits)
- EDL 715: Diversity and Educational Leadership (3 credits)

Semester III (Summer)

- EDL 703: Collaborative and Community-Based Leadership (3 credits)
- EDL 710: Integrated Leadership Internship I (3 credits)

Semester IV (Fall)

- EDL 711: Integrated Leadership Internship II (3 credits)
- EDL 717: Finance, Operations, and HR Management (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to the internship courses.

4. **Rationale:**

New York State has developed a new Administrator certificate. The School Building Leader (SBL) and School District Leader (SDL) certificates will be phased out by 2030. All current educational leadership programs are expected to re-register. As a result of this State mandate, we created new courses and revised existing courses to align with the requirements and integrate both school and district leadership content. We also created a new program description and course sequence for the re-registered program that also follows the new requirements, but must retain the current SBL and SDL descriptions in the bulletin since students are currently enrolled and will be allowed to still graduate from them. These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Superintendent Extension, Advanced Certificate,

**Hegis Number:** 2299.00

**Program Code:** TBD

**Effective Term:** Fall 2027

1. **Type of Change:** Re-registered Advanced Certificate Program in Superintendency as per New York State mandate

2. **From:** N/A

3. **To:**

The purpose of the 12-credit Advanced Certificate in Superintendency is to prepare candidates for positions such as superintendent, deputy superintendent, associate superintendent, assistant superintendent, or other equivalent titles, and to fulfill the New York State licensure requirements for the Superintendent Professional Extension. The Superintendent Extension is offered in an online (synchronous and asynchronous) format only except for any required fieldwork.

**Admission Requirements**

Note: Students admitted every spring semester.

- A master's degree in Educational Leadership or Administration from an accredited college or university with a minimum 3.0 grade point average;
- A minimum of 48 graduate credits, which includes the earned master's degree; (Applicants may be required to take additional leadership courses pending transcript evaluation.)
- A valid New York State Professional Administrator certificate or equivalent;
- A minimum of three years of successful teaching service, pupil personnel service, and/or educational leadership service in public or non-public schools (P-12) or will have such experience prior to completion of the program;
- Two letters of recommendation: one must be from the proposed district-site supervisor (for the candidate's required fieldwork throughout the program) who can best evaluate the candidate's potential as a superintendent, and one must be from either a faculty member from prior studies or a another current or former supervisor who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and

- A 1000-word essay that discusses the following: a) reasons for wanting to pursue an extension as a superintendent; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.

### **Continuation Requirements**

- A minimum 3.0 grade point average
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
- Verification of any outstanding credits to fulfill the 60-graduate credit requirement by the New York State Education Department, a completed internship supervision agreement signed by the region/district Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 725; and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

### **Graduation Requirements**

Fulfill ALL of the following requirements:

- Completion of 12 approved graduate credits of study in educational leadership.
- Earn a minimum 3.0 grade point average
- Successful completion of required fieldwork hours.
- The New York State Education Department requires that an applicant for the Superintendent Extension has a total of 60 graduate credits to be eligible for the extension.

### **Course Requirements**

*(Courses offered as asynchronous or synchronous via video instruction except for required fieldwork.)*

Complete ALL of the following courses:

Semester I

- EDL 712 - Leading an Effective School District (3 credits)
- EDL 716: Educational Policy, Government and Law (3 credits)

Semester II

- EDL 724: District Curriculum, Assessment & Accountability Systems (3 credits)
- EDL 725: Practicum in Superintendency (3 credits)

Additional Comments:

- All courses require fieldwork over the course of the semester. This is in addition to EDL 725.

4. **Rationale:**

New York State has developed a new Superintendent extension with new requirements. As a result of the State changes, we must create a new program description, admission requirements and course sequence. These changes will not impact the learning outcomes of the department or program.

5. **Date of departmental approval:** February 25, 2026

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

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

**CURRICULUM CHANGE**

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

2.

|   |  |
|---|--|
| Department(s)                                       | Counseling, Leadership, Literacy and Special Education   |
| Career  | <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  | Counselor Education  |
| Course Prefix & Number                              | EDG 762  |
| Course Title  | Grief and Loss Counseling  |
| Description   | This course provides an in-depth exploration of grief, loss, and bereavement. Candidates will examine theoretical foundations, evidence-based models, and culturally responsive approaches to supporting individuals, families, and groups through various forms of loss. Emphasis is placed on understanding the multifaceted nature of grief, developing counseling skills for diverse grief experiences, grief assessment and intervention, and integrating theory with practice in diverse settings.       |
| Pre/ Co Requisites                                  | PREREQ: Advisor permission.  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**3. Rationale:**

Research indicates that most counselor education programs provide limited coursework focused on grief and loss, leaving counseling professionals underprepared to address related issues in clinical and school settings. Offering a dedicated course in grief and loss counseling addresses this gap, providing candidates with the theoretical, cultural, and clinical competencies necessary for effective grief work. Additionally, there has been an increase in the interest of counselor education candidates in learning more about grief counseling. Although not required for the counselor education master's degrees, this course, offered as an elective, fulfills the need our counseling candidates have for understanding the basic tenets of grief and loss counseling before they enter the field.

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

1. Analyze major theories and models of grief and loss, including historical and contemporary frameworks, and apply them to diverse counseling contexts.
2. Differentiate among various types of grief (e.g., anticipatory, complicated, disenfranchised, ambiguous, etc.).
3. Demonstrate core grief counseling skills and interventions appropriate for those experiencing grief and loss.
4. Apply assessment tools to evaluate grief responses and identify complicated or prolonged grief reactions.
5. Integrate cultural, spiritual, and developmental factors into grief counseling practice.
6. Formulate grief counseling strategies appropriate for specialized populations and contexts.
7. Explore ethical and professional issues related to grief counseling, including counselor self-care and boundaries.
8. Reflect on personal beliefs about loss and develop self-awareness and resilience.

**5. Date of Departmental Approval: 10/29/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education   |
| Course Prefix & Number                              | EDG 700   |
| Course Title  | Professional Identity in School Counseling  |
| Description   | History, philosophy, and appropriate current professional roles of the school counselor using advocacy, leadership, and collaboration to implement a comprehensive, developmental, multi-tiered school counseling program with academic, career, college access/affordability, and social-emotional competencies for every K-12 student including legal, ethical, and equity issues in urban schools and families. A 10-hour pre-practicum in a K-12 school is required. <del>PREREQ: Matriculation in the program.</del> |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures   |

|  |   |
|--|---|
|  | <input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 700  |
| Course Title  | Professional Identity in School Counseling   |
| Description   | History, philosophy, and appropriate current professional roles of the school counselor using advocacy, leadership, and collaboration to implement a comprehensive, developmental, multi-tiered school counseling program with academic, career, college access/affordability, and social-emotional competencies for every K-12 student including legal, ethical, and equity issues in urban schools and families.   |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

4. **Rationale:**

The course no longer requires a 10-hour fieldwork component. Also, we removed the prerequisite information from the description because it should not be listed in the description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education  |
| Course Prefix & Number                              | EDG 701  |
| Course Title  | Counseling Theories and Techniques   |
| Description   | Systemic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 schools, community, and mental health settings. <del>A 10-hour pre-practicum in a K-12 school or mental health setting is required.</del> <del>PREREQ: Matriculation in the program.</del>   |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 701  |
| Course Title  | Counseling Theories and Techniques   |
| Description   | Systemic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 schools, community, and mental health settings.  |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education  |
| Course Prefix & Number                              | EDG 702  |
| Course Title  | Multicultural and Social Justice Counseling  |
| Description   | Examines theories of multicultural counseling in diverse urban school, community, and mental health settings focused on ethnic/racial identity development, world view, anti-racism, anti-oppression, intersectionality, and social justice models in counseling. A 10-hour pre-practicum in a K-12 school or mental health setting is required. <del>PREREQ: Matriculation in the program.</del>                  |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression |

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|--|--|
|  | <input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 702  |
| Course Title  | Multicultural and Social Justice Counseling  |
| Description   | Examines theories of multicultural counseling in diverse urban school, community, and mental health settings focused on ethnic/racial identity development, world view, anti-racism, anti-oppression, intersectionality, and social justice models in counseling   |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the

description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; 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  | Counselor Education  |
| Course Prefix & Number                              | EDG 703  |
| Course Title  | Human Development in Counseling  |
| Description   | Examination of child, adolescent, and family development theories in diverse urban school, including the application of lifespan developmental theory in counseling practice.  |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 703  |
| Course Title  | Human Development in Counseling  |
| Description   | Examination of child, adolescent, and family development theories in diverse urban school <u>and mental health settings</u> , including the application of lifespan developmental theory in counseling practice.   |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

4. **Rationale:**

The course is a core course in counselor education for both school counseling and clinical mental health counseling candidates; therefore, the description needed to be updated to reflect that. Also, we modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

1. **Type of Change** Course Description; 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  | Counselor Education  |
| Course Prefix & Number                              | EDG 705  |
| Course Title  | Group Counseling   |
| Description   | Examination of group counseling theories and experiential understanding of group practice with children, adolescents, and families in urban school and mental health settings. Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods, and direct experience. <del>A 10-hour pre-practicum in a K-12 school or mental health setting is required.</del><br><del>PREREQ: Matriculation in the program.</del> |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity   |

|  |  |
|--|--|
|  | <input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 705  |
| Course Title  | Group Counseling   |
| Description   | Examination of group counseling theories and experiential understanding of group practice with children, adolescents, and families in urban school and mental health settings. Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods, and direct experience.   |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the description and added “advisor permission” because it is required for courses. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; 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  | Counselor Education  |
| Course Prefix & Number                              | EDG 706  |
| Course Title  | Assessment in Counseling   |
| Description   | Examination of assessment theory and practice in urban school and clinical counseling settings, including culturally competent assessment and diagnosis; types of academic psychological, behavioral and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success and improvements in overall functioning. <del>A 10-hour pre-practicum experience in a K-12 school is required. Pre-requisite: Permission of program advisor.</del> |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures  |

|  |   |
|--|---|
|  | <input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 706  |
| Course Title  | Assessment in Counseling   |
| Description   | Examination of assessment theory and practice in urban school and/or clinical counseling settings, including culturally competent assessment and diagnosis; types of academic psychological, behavioral and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success and improvements in overall functioning.  |
| Pre/ Co Requisites                                  | <u>PREREQ: Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. As EDG 706 is a core counseling course across the school and clinical mental health counseling, the description needed to be updated to reflect this. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education   |
| Course Prefix & Number                              | EDG 707   |
| Course Title  | Practicum in Counseling   |
| Description   | Application of counseling theories and techniques to practice in an urban K-12 school or mental health setting. 40 hours of direct counseling/consultation services and 60 hours of indirect services with students/clients are required at the site. Supervision is provided in class by faculty, and on-site by a certified/licensed counselor. Digital individual and group counseling sessions are recorded for feedback. <del>PREREQ: Matriculation in the program; 18 graduate counseling credits, and permission of the Clinical Coordinator</del> |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity  |

|  |  |
|--|--|
|  | <input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 707  |
| Course Title  | Practicum in Counseling  |
| Description   | Application of counseling theories and techniques to practice in an urban K-12 school setting. 40 hours of direct counseling services and 60 hours of indirect services with students are required at the site. Supervision is provided in class by faculty, and on-site by a certified school counselor. Sessions are recorded for feedback.  |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

The course is only for the school counseling specialty; the mental health setting requirements are not required for the school counseling candidates and are being removed. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education   |
| Course Prefix & Number                              | EDG 743   |
| Course Title  | Internship in K-12 School Counseling I  |
| Description   | First of two internships in urban school counseling <del>and consultation</del> . Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/ <del>consultation</del> service with students ( <del>equal amounts of</del> individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. <del>Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation.</del> <b>PREREQ: Matriculation in the program and 36 hours of credit in school counseling, including EDG 707 and permission of the Clinical Coordinator.</b> |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education   |
| Course Prefix & Number                              | EDG 743   |
| Course Title  | Internship in K-12 School Counseling I  |
| Description   | First of two internships in urban school counseling. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. <u>School Counseling</u> interns provide 120 hours of direct counseling service with students (individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. <u>Sessions are recorded for feedback and evaluation.</u> |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br>Education<br>Component | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
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**4. Rationale:**

The course requirements have been updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education   |
| Course Prefix & Number                              | EDG 744   |
| Course Title  | Internship in K-12 School Counseling II   |
| Description   | Second of two internships in urban school counseling and <del>consultation</del> . Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/ <del>consultation</del> service with students ( <del>equal amounts of individual counseling, group counseling, and school counseling classroom lessons</del> ), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. <del>Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation. PREREQ: Matriculation in the program, EDG 743, and permission of the Clinical Coordinator.</del> |
| Pre/ Co Requisites                                  | <del>PREREQ: Matriculation in the program.</del>  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition   |

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|  | <input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 744  |
| Course Title  | Internship in K-12 School Counseling II  |
| Description   | Second of two internships in urban school counseling. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling service with students (individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. <u>S</u> essions are recorded for feedback and evaluation. |
| Pre/ Co Requisites                                  | PREREQ: <u>C</u> ompletion of EDG 743 and advisor permission.  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science  |

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|--|---|
|  | <input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |
|--|---|

4. **Rationale:**

The course requirements have been updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. We also added EDG 743 as a prerequisite because it is the first internship course, which must be completed before taking the second internship course. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education  |
| Course Prefix & Number                              | EDG 750  |
| Course Title  | Foundations in Clinical Mental Health Counseling   |
| Description   | Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. <del>(10 fieldwork hours required.)</del> <del>Pre-requisite: EDG 707.</del> |
| Pre/ Co Requisites                                  | <del>Pre-requisite: EDG 707.</del>   |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible   |

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|  | <input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education   |
| Course Prefix & Number                              | EDG 750   |
| Course Title  | Foundations in Clinical Mental Health Counseling  |
| Description   | Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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                         | x <input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society  |

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|--|-----------------------|
|  | ____ Scientific World |
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**4. Rationale:**

The 10-hour pre-practicum requirement is being removed from the course as students complete their fieldwork during practicum and internship classes. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 707 is not a prerequisite for this course and has been removed from the description and the prerequisites. These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Title, Prerequisites

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  | Counselor Education  |
| Course Prefix & Number                              | EDG 751  |
| Course Title  | <del>Psychopathology in Counseling</del>   |
| Description   | In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. <del>Pre-requisite: EDG 707</del> |
| Pre/ Co Requisites                                  | <del>Pre-requisite: EDG 707</del>  |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity   |

|  |  |
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|  | <input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education  |
| Course Prefix & Number                              | EDG 751  |
| Course Title  | <u>Diagnosing and Treatment Planning in Counseling</u>   |
| Description   | In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR); emphasis on learning diagnostic criteria, <u>creating treatment plans</u> , and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. <u>Exploration of psychopharmacology will also be provided.</u> |
| Pre/ Co Requisites                                  | PREREQ: <u>Advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World             |

**4. Rationale:**

Per accreditation standards, the topics of psychopharmacology and treatment planning are required, which are being added to this course. The new title is a more accurate reflection of the revised course content. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 707 is not a prerequisite for this course and has been removed from the description and the prerequisites. These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description, Prerequisites

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  | Counselor Education   |
| Course Prefix & Number                              | EDG 753   |
| Course Title  | Internship in Clinical Mental Health Counseling I   |
| Description   | First of two required supervised internships in clinical mental health counseling <del>and consultation</del> . Mental health counseling interns are required to provide 120 hours of direct counseling/ <del>consultation</del> service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/ <del>consultation</del> (including staff meetings, on-site supervision, and program development) at a <del>New York State</del> -approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, <del>videotaped</del> -counseling sessions, and selected advanced mental health counseling topics. <del>Pre-requisite: 48 hours of graduate counseling program credits; EDG 753 and program coordinator permission.</del> |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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                    | Counselor Education  |
| Course Prefix & Number          | EDG 753  |
| Course Title                    | Internship in Clinical Mental Health Counseling I  |
| Description                     | First of two required supervised internships in clinical mental health counseling. <u>Advanced application of counseling theories and techniques to practice in a clinical mental health counseling setting.</u> Mental health counseling interns are required to provide 120 hours of direct counseling services to child/adolescent and adult clients and 180 hours of indirect collateral counseling (including staff meetings, on-site supervision, and program development) at <u>an</u> approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, <u>recorded</u> counseling sessions, and selected advanced mental health counseling topics. |
| Pre/ Co Requisites              | PREREQ: <u>Advisor permission.</u>   |
| Credits                         | 3  |
| Hours                           | 3  |
| Liberal Arts                    | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Course Attribute (e.g. Writing) |  |

|                                   |  |
|-----------------------------------|--|
| Intensive,<br>WAC, etc)           |  |
| General<br>Education<br>Component | <input checked="" type="checkbox"/> Not Applicable<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><input type="checkbox"/> Scientific World |

**4. Rationale:**

These course requirements are also being updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 707 is not a prerequisite for this course and has been removed from the description and the prerequisites. Additionally, a prerequisite is listed as EDG 753, which is the course number for this course, so it is being omitted. These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**

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

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

**CURRICULUM CHANGE**

1. **Type of Change:** Course Description; Prerequisites

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  | Counselor Education   |
| Course Prefix & Number                              | EDG 754   |
| Course Title  | Internship in Clinical Mental Health Counseling II  |
| Description   | Second of two required supervised internships in clinical mental health counseling <del>and consultation</del> . Mental health counseling interns are required to provide 120 hours of direct counseling/ <del>consultation</del> service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/ <del>consultation</del> (including staff meetings, on-site supervision, and program development) at a <del>New York State-</del> approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and <del>videotaped</del> counseling sessions, and selected advanced mental health counseling topics. <del>Pre-requisite: EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.</del> |
| 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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition   |

|  |   |
|--|---|
|  | <input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><br><input type="checkbox"/> Flexible<br><input type="checkbox"/> World Cultures<br><input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Creative Expression<br><input type="checkbox"/> Individual and Society<br><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  | Counselor Education   |
| Course Prefix & Number                              | EDG 754   |
| Course Title  | Internship in Clinical Mental Health Counseling II  |
| Description   | Second of two required supervised internships in clinical mental health counseling. Mental health counseling interns are required to provide 120 hours of direct counseling services to child/adolescent and adult clients and 180 hours of indirect collateral counseling (including staff meetings, on-site supervision, and program development) at <u>an</u> approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and <u>recorded</u> counseling sessions, and selected advanced mental health counseling topics. |
| Pre/ Co Requisites                                  | PREREQ: <u>EDG 753 and advisor permission.</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<br><input type="checkbox"/> Required<br><input type="checkbox"/> English Composition<br><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** :

These course requirements are also being updated to reflect the 2024 CACREP standards, which state that professional practice (standard 4) is about the development of counseling competencies/skills under supervision. Site supervisors evaluate students using a survey that specifically focuses on these competencies. Also, we removed the prerequisite information from the description because it should not be listed in the description and modified the prerequisite information to be consistent with the other courses in the program. Additionally, EDG 750, 751 and 752 are not prerequisites for this course and have been removed from the description and the prerequisites. These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Clinical Mental Health Counseling, MS

Hegis Number: 2104.10

Program Code: 42368

Effective Term: Spring 2027

1. **Type of Change:** Change in Degree Requirements

2. **From:**

**Clinical Mental Health Counseling**

**Overview**

Lehman College of the City University of New York offers a full-time, cohort-based, 60-credit, Master's degree program in Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Clinical Mental Health Counseling. Graduates are eligible for a limited permit in New York State. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The program provides a unique experience for the adult learner. Using a project-based learning framework, candidates will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. Candidates will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where candidates engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

**ACCREDITATION:** The program is aligned with the Council for the Accreditation of Counseling and Related Educational Programs ([www.cacrep.org](http://www.cacrep.org)) standards and readying a self-study to apply for CACREP accreditation.

**MISSION:**

The Lehman College Clinical Mental Health Counseling program develops culturally affirming, ethical, caring, data-informed school and clinical mental health counselors with intersectional expertise in urban, economically and linguistically diverse settings. Counselor candidates promote social justice advocacy and leadership in their scholarly, clinical, assessment, evaluation, and counseling program implementation. School Counselors develop academic, social-emotional, and career/college competencies for all K-12 students to help close opportunity and attainment gaps. Clinical Mental Health Counselors develop social-emotional, career, and mental health competencies for individuals, groups, couples, and families of all ages and close affordability and access gaps. The Clinical Mental Health Counseling program emphasizes collaboration, kindness, reflection, self- and group- awareness, and mutual respect centering anti-racist and anti-oppression practices.

**PROGRAM OBJECTIVES:**

1. Candidates conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Candidates recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices.
3. Candidates integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Candidates employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Candidates demonstrate essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Candidates conceptualize and use theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Candidates use assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and will engage in standard procedures for reporting abuse or potential harm.
8. Candidates analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Candidates apply the etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders and identifying diagnosis.
10. Candidates apply knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.

11. Candidates conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues.

### **EMPLOYMENT:**

Graduates perform individual, group, couple, and family counseling in non-profit, government, community-based agencies, healthcare, substance misuse, employee assistance, business, college, and group or individual private practice settings.

#### Major Requirements – Admission Requirements

Type: Completion requirement

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CMHC does not admit students for the spring term.)

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including two essays for a total of 1,100-words consisting of responses to questions found in the graduate admission on-line application for Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to an online group interview and provide a writing assessment.
7. 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.

#### Major Requirements – Continuation Requirements

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American Counseling Association for coverage during all practicum and internship experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- 30 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 43 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 761, Practicum in Clinical Mental Health Counseling, a completed internship

supervision agreement form, and Clinical Coordinator permission prior to internship placement.

- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

**Type:** Completion requirement

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American Counseling Association for coverage during all practicum and internship experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- 30 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 43 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 761, Practicum in Clinical Mental Health Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

### **Major Requirements - Overall**

Type: Completion Requirement

Earn at least 60 credits

### **Program Plan**

~~The following is a listing by term of the courses that comprise the 60-credit CMHC program, which is completed in two years (24 months). The program is delivered on a full-year schedule.~~

~~Major Requirements—Required Courses~~

~~Type: Completion Requirement~~

~~Fulfill ALL of the following requirements:~~

~~Semester I: Fall~~

~~Complete ALL of the following Courses:~~

- ~~• EDG 755—Seminar 1:Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling~~
- ~~• EDG 701—Counseling Theories and Techniques~~
- ~~• EDG 750—Foundations of Mental Health Counseling~~
- ~~• EDG 751—Psychopathology in Counseling~~

~~Semester II: Winter~~

~~Complete ALL of the following Courses:~~

~~EDG 704 – Career Counseling~~~~Semester III: Spring~~~~Complete ALL of the following Courses:~~

- ~~• EDG 756 – Seminar 2: Cognitive Behavior Therapy~~
- ~~• EDG 703 – Human Development in Counseling~~
- ~~• EDG 705 – Group Counseling~~
- ~~• EDG 702 – Multicultural and Social Justice Counseling~~

~~Semester IV: Summer~~~~Complete ALL of the following Courses:~~

- ~~• EDG 757 – Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.~~
- ~~• EDG 736 – Parenting within Diverse Family Structures~~
- ~~• EDG 752 – Clinical Assessment and Treatment Planning in Mental Health Counseling~~

~~Semester V: Fall~~~~Complete ALL of the following Courses:~~

- ~~• EDG 758 – Seminar 4: Supervision and Consultation in Mental Health Counseling.~~
- ~~• EDG 761 – Practicum in Clinical Mental Health Counseling~~
- ~~• EDG 708 – Counseling Research, Program Development, and Evaluation I~~
- ~~• EDG 732 – Crisis, Substance Misuse, and Trauma Counseling~~

~~Semester VI: Winter~~~~Complete ALL of the following Courses:~~

- ~~• EDG 731 – Sexuality Counseling in Schools and Families~~

~~Semester VII: Spring~~~~Complete ALL of the following Courses:~~

- ~~• EDG 759 – Seminar 5: Dialectical Behavior Therapy.~~
- ~~• EDG 753 – Internship in Clinical Mental Health Counseling I~~
- ~~• EDG 738 – Brief Counseling of Children and Adolescents~~
- ~~• EDG 735 – Family Counseling and School/Community Partnerships~~

~~Semester VIII: Summer~~~~Complete ALL of the following Courses:~~

- ~~• EDG 760 – Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.~~
- ~~• EDG 754 – Internship in Clinical Mental Health Counseling II~~
- ~~• EDG 737 – Couples Counseling: Theories and Techniques~~

~~Additional Comments:~~

~~Students wishing to do so, may complete the degree program entirely online. Please see subplans One and Two listed below. The fully online option (subplan two) provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program.~~

~~Both subplans can be completed in approximately 2 years.~~

Major Requirements - Required Courses (SUBPLAN ONE: Hybrid/Campus Program)

**Type:** Completion Requirement

**Complete ALL of the following Courses:**

- EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 736 - Parenting within Diverse Family Structures
- EDG 750 - Foundations of Mental Health Counseling
- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 701 - Counseling Theories and Techniques
- EDG 751 - ~~Psychopathology in Counseling~~
- EDG 703 - Human Development in Counseling
- EDG 704 - Career Counseling
- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling
- ~~EDG 752 - Clinical Assessment and Treatment Planning in Mental Health Counseling~~
- EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.
- EDG 761 - Practicum in Clinical Mental Health Counseling
- EDG 708 - Counseling Research, Program Development, and Evaluation I
- EDG 759 - Seminar 5: Dialectical Behavior Therapy.
- EDG 732 - Crisis, Substance Misuse, and Trauma Counseling
- EDG 753 - Internship in Clinical Mental Health Counseling †
- EDG 738 - Brief Counseling of Children and Adolescents
- EDG 731 - Sexuality Counseling in Schools and Families
- EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.
- EDG 735 - Family Counseling and School/Community Partnerships
- EDG 754 - Internship in Clinical Mental Health Counseling II
- EDG 737 - Couples Counseling: Theories and Techniques

Additional Comments:

Major Requirements - Required Courses (SUBPLAN TWO: Online Program)

Type: Completion Requirement

Complete ALL of the following Courses:

- EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
- EDG 736 - Parenting within Diverse Family Structures
- EDG 750 - Foundations of Mental Health Counseling
- EDG 756 - Seminar 2: Cognitive Behavior Therapy
- EDG 701 - Counseling Theories and Techniques
- EDG 751 - ~~Psychopathology in Counseling~~
- EDG 703 - Human Development in Counseling
- EDG 704 - Career Counseling
- EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.
- EDG 705 - Group Counseling
- EDG 702 - Multicultural and Social Justice Counseling

~~EDG 752 – Clinical Assessment and Treatment Planning in Mental Health Counseling~~

EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.

EDG 761 - Practicum in Clinical Mental Health Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 759 - Seminar 5: Dialectical Behavior Therapy.

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 753 - Internship in Clinical Mental Health Counseling-I

EDG 738 - Brief Counseling of Children and Adolescents

EDG 731 - Sexuality Counseling in Schools and Families

EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.

EDG 735 - Family Counseling and School/Community Partnerships

EDG 754 - Internship in Clinical Mental Health Counseling II

EDG 737 - Couples Counseling: Theories and Techniques

Additional Comments:

### 3. To:

#### **Clinical Mental Health Counseling**

##### **Overview**

Lehman College of the City University of New York offers a full-time, cohort-based, 60-credit, Master's degree program in Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Clinical Mental Health Counseling. Graduates are eligible for a limited permit in New York State. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The program provides a unique experience for the adult learner. Using a project-based learning framework, candidates will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. Candidates will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where candidates engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

**ACCREDITATION:** The program is aligned with the Council for the Accreditation of Counseling and Related Educational Programs ([www.cacrep.org](http://www.cacrep.org)) standards and readying a self-study to apply for CACREP accreditation.

##### **MISSION:**

The Lehman College Clinical Mental Health Counseling program develops culturally affirming, ethical, caring, data-informed school and clinical mental health counselors with intersectional expertise in urban, economically and linguistically diverse settings. Counselor candidates promote social justice advocacy and leadership in their scholarly, clinical, assessment, evaluation, and counseling program implementation. School Counselors develop academic, social-emotional, and career/college competencies for all K-12 students to help close opportunity and attainment gaps. Clinical Mental Health Counselors develop social-emotional, career, and mental health competencies for individuals, groups, couples, and families of all ages and close affordability and access gaps. The Clinical Mental Health Counseling program emphasizes collaboration, kindness, reflection, self- and group- awareness, and mutual respect centering anti-racist and anti-oppression practices.

**PROGRAM OBJECTIVES:**

1. Candidates conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Candidates recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices.
3. Candidates integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Candidates employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Candidates demonstrate essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Candidates conceptualize and use theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Candidates use assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and will engage in standard procedures for reporting abuse or potential harm.
8. Candidates analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Candidates apply the etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders and identifying diagnosis.
10. Candidates apply knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.

11. Candidates conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues.

**EMPLOYMENT:**

Graduates perform individual, group, couple, and family counseling in non-profit, government, community-based agencies, healthcare, substance misuse, employee assistance, business, college, and group or individual private practice settings.

Requirements

Major Requirements – Admission Requirements

**Type:** Completion requirement

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CMHC does not admit students for the spring term.)

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including two essays for a total of 1,100-words consisting of responses to questions found in the graduate admission on-line application for Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to an online group interview and provide a writing assessment.
7. 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.

**Type:** Completion requirement

Major Requirements – Continuation Requirements

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American Counseling Association for coverage during all practicum and internship experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

- 30 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 43 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 761, Practicum in Clinical Mental Health Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

**Type:** Completion requirement

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American Counseling Association for coverage during all practicum and internship experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- 30 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 43 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG 761, Practicum in Clinical Mental Health Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

**Major Requirements – Overall**

**Type: Completion Requirement**

Earn at least 60 credits

Earn an average Grade Point Average of 3.0

Successful completion of two semesters of internship.

**Program Plan**

Students wishing to do so, may complete the degree program entirely online. Please see subplans One and Two listed below. The fully online option (subplan two) provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program.

**Major Requirements:** Required Courses (SUBPLAN ONE: Hybrid/Campus Program)

**Type:** Completion Requirement

Complete ALL of the following Courses:

EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling  
EDG 736 - Parenting within Diverse Family Structures  
EDG 750 - Foundations of Mental Health Counseling  
EDG 756 - Seminar 2: Cognitive Behavior Therapy  
EDG 701 - Counseling Theories and Techniques  
EDG 751 - Diagnosing and Treatment Planning in Counseling  
EDG 703 - Human Development in Counseling  
EDG 704 - Career Counseling  
EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.  
EDG 705 - Group Counseling  
EDG 702 - Multicultural and Social Justice Counseling  
EDG 706 - Assessment in Counseling  
EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.  
EDG 761 - Practicum in Clinical Mental Health Counseling  
EDG 708 - Counseling Research, Program Development, and Evaluation I  
EDG 759 - Seminar 5: Dialectical Behavior Therapy.  
EDG 732 - Crisis, Substance Misuse, and Trauma Counseling  
EDG 753 - Internship in Clinical Mental Health Counseling  
EDG 738 - Brief Counseling of Children and Adolescents  
EDG 731 - Sexuality Counseling in Schools and Families  
EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.  
EDG 735 - Family Counseling and School/Community Partnerships  
EDG 753 - Internship in Clinical Mental Health Counseling I  
EDG 754 - Internship in Clinical Mental Health Counseling II  
EDG 737 - Couples Counseling: Theories and Techniques

Additional Comments:  
Major Requirements - Required Courses (SUBPLAN TWO: Online Program)  
Completion Requirement  
Complete ALL of the following Courses:  
EDG 755 - Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling  
EDG 736 - Parenting within Diverse Family Structures  
EDG 750 - Foundations of Mental Health Counseling  
EDG 756 - Seminar 2: Cognitive Behavior Therapy  
EDG 701 - Counseling Theories and Techniques  
EDG 751 - Diagnosing and Treatment Planning in Counseling  
EDG 703 - Human Development in Counseling  
EDG 704 - Career Counseling  
EDG 757 - Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling.  
EDG 705 - Group Counseling  
EDG 702 - Multicultural and Social Justice Counseling  
EDG 706 - Assessment in Counseling

EDG 758 - Seminar 4: Supervision and Consultation in Mental Health Counseling.  
EDG 761 - Practicum in Clinical Mental Health Counseling  
EDG 708 - Counseling Research, Program Development, and Evaluation I  
EDG 759 - Seminar 5: Dialectical Behavior Therapy.  
EDG 732 - Crisis, Substance Misuse, and Trauma Counseling  
EDG 753 - Internship in Clinical Mental Health Counseling  
EDG 738 - Brief Counseling of Children and Adolescents  
EDG 731 - Sexuality Counseling in Schools and Families  
EDG 760 - Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice.  
EDG 735 - Family Counseling and School/Community Partnerships  
EDG 753 - Internship in Clinical Mental Health Counseling I  
EDG 754 - Internship in Clinical Mental Health Counseling II  
EDG 737 - Couples Counseling: Theories and Techniques  
Additional Comments:

4. **Rationale:**

- EDG 751 – course title change: per 2024 CACREP accreditation standards, the topic of psychopharmacology and treatment planning is required, which is being added to this course.
- Further, to align with accreditation standards and learning outcomes for this course, the title of the course was changed from Psychopathology in Counseling to Diagnosing and Treatment Planning in Counseling. EDG 752 shifting to EDG 706: the original course number, title, and description created an additional class in the counselor education program, when another one already existed (that covered the same content area). To minimize redundancy, the course number, title, and description were revised to align with the counselor education course already being offered. EDG 753 was missing from the required courses list and was added back in as it is a required course.
- The course sequence list was removed as we do not necessarily offer the classes in the sequence that is listed here.
- These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Counselor Education: School Counseling, MSED  
Hegis Number: 0826.01  
Program Code: 41528 - CESC-MSED  
Effective Term: Spring 2027

1. **Type of Change:** Change in degree requirements; adding new concentration;  
program title change

2. **From:**

**Official Name of the Program:** ~~Counselor Education: School Counseling~~

**OVERVIEW**

Lehman offers two options for earning a 60-credit graduate program in ~~Counselor Education: School Counseling (CE:SC)~~. Graduates are eligible for initial and professional School Counselor Certification in New York State.

**ACCREDITATIONS:**

Council for the Accreditation of Counseling and Related Educational Programs ([www.cacrep.org](http://www.cacrep.org)) and CAEP, the Council for the Accreditation of Educator Preparation ([www.caepnet.org](http://www.caepnet.org)).

**MISSION:**

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

**PROGRAM OBJECTIVES**

1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment,

research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.

2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.
3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program: Respectful interactions; engaged and enthusiastic learning; effective listening and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

### **EMPLOYMENT:**

Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

### **Requirements**

**Type:** Prerequisite

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:SC does not admit students for the spring term.)

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse

student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.

- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment

Additional Comments:

Major Requirements - Continuation Requirements

**Type:** Completion Requirement

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.
- Maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in: Child Abuse Identification & Reporting, School Violence Prevention, and DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG707 Practicum in Counseling, Practicum in Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Additional Comments:

Major Requirements - Overall

**Type:** Completion Requirement

**Fulfill ALL of the following requirements:**

**Earn at least 60 credits** and

**Earn an average Grade Point Average of 3.0** and

**Successful completion of two semesters of internship.**

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

Major Requirements - OPTION ONE: Hybrid/Campus Program

**Type:** Completion Requirement

Combination of synchronous and asynchronous instruction with some campus meetings.

Fulfill ALL of the following requirements:

19 Required Courses (total 57/60 credits):

**Complete ALL of the following Courses:**

EDG 700 - Professional Identity in School Counseling

EDG 701 - Counseling Theories and Techniques

EDS 701 - Understanding Individuals with Disabilities

EDG 702 - Multicultural and Social Justice Counseling

EDG 703 - Human Development in Counseling

EDG 704 - Career Counseling

EDG 705 - Group Counseling

EDG 706 - Assessment in Counseling

EDG 707 - Practicum in Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 731 - Sexuality Counseling in Schools and Families

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EDG 735 - Family Counseling and School/Community Partnerships

EDG 738 - Brief Counseling of Children and Adolescents

EDG 739 - College Access Counseling

EDG 743 - Internship in K-12 School Counseling I

EDG 744 - Internship in K-12 School Counseling II

AND

ONE Elective Course required for 3/60 credits (all 3-credit courses):

~~Complete at least 1 of the following courses:~~

EBS 701 - Issues in Bilingualism

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 - Parenting within Diverse Family Structures

EDG 737 - Couples Counseling: Theories and Techniques

EDR 605 - Professional Writing for Educators

Major Requirements - OPTION TWO: Online Program

**Type:** Completion Requirement

Courses offered as asynchronous and/or synchronous via video instruction.

**Fulfill ALL of the following requirements:**

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling  
EDG 701 - Counseling Theories and Techniques  
EDS 701 - Understanding Individuals with Disabilities  
EDG 702 - Multicultural and Social Justice Counseling  
EDG 703 - Human Development in Counseling  
EDG 704 - Career Counseling  
EDG 705 - Group Counseling  
EDG 706 - Assessment in Counseling  
EDG 707 - Practicum in Counseling  
EDG 708 - Counseling Research, Program Development, and Evaluation I  
EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation  
EDG 731 - Sexuality Counseling in Schools and Families  
EDG 732 - Crisis, Substance Misuse, and Trauma Counseling  
EDG 734 - Bilingual Counseling in Schools and Communities  
EDG 735 - Family Counseling and School/Community Partnerships  
EDG 738 - Brief Counseling of Children and Adolescents  
EDG 739 - College Access Counseling  
EDG 743 - Internship in K-12 School Counseling I  
EDG 744 - Internship in K-12 School Counseling II

ONE Elective Course required for 3/60 credits (all 3-credit courses):

~~Complete at least 1 of the following courses:~~

EBS 701 - Issues in Bilingualism  
EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems  
EDG 736 - Parenting within Diverse Family Structures  
EDG 737 - Couples Counseling: Theories and Techniques  
EDR 605 - Professional Writing for Educators

Additional Comments:

**3. To:  
School Counseling**

**OVERVIEW**

Lehman offers two options for earning a 60-credit graduate program in School Counseling. Graduates are eligible for initial and professional School Counselor Certification in New York State.

**ACCREDITATIONS:**

Council for the Accreditation of Counseling and Related Educational Programs ([www.cacrep.org](http://www.cacrep.org)) and CAEP, the Council for the Accreditation of Educator Preparation ([www.caepnet.org](http://www.caepnet.org)).

**MISSION:**

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional school counselors in an urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, social-emotional, and career/college competencies for all students. School counselors help close achievement, opportunity, and attainment gaps. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

**PROGRAM OBJECTIVES**

1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment, research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.
2. Candidates demonstrate the ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.
3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program: Respectful interactions; engaged and enthusiastic learning; effective listening

and speaking skills; support peers; give meaningful and constructive feedback; receive feedback non-defensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

## **EMPLOYMENT:**

Graduates work as school counselors in K-12 public, private, and charter schools in metro New York City, nationwide, and internationally as well as in college access, affordability, and admission counseling; career counseling; and student affairs counseling positions.

## **Requirements**

**Type:** Prerequisite

Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (SC does not admit students for the spring term.)

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment

Major Requirements - Continuation Requirements

**Type:** Completion Requirement

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.

- Maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- Completion in the first year of study mandated training workshops in: Child Abuse Identification & Reporting, School Violence Prevention, and DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.
- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.
- 36 credits in counseling courses with a minimum 3.0 GPA,
- a minimum B in EDG 707 Practicum in Counseling, Practicum in Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.
- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

Major Requirements - Overall

**Type:** Completion Requirement

**Fulfill ALL of the following requirements:**

**Earn at least 60 credits and**

**Earn an average Grade Point Average of 3.0 and**

Major Requirements - Overall

Type

Completion Requirement

Fulfill ALL of the following requirements:

**Earn at least 60 credits AND**

**Earn an average Grade Point Average of 3.0 AND**

**Successful completion of two semesters of internship.**

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

Additional Comments:

Major Requirements - OPTION ONE: Hybrid/Campus Program

**Type**

Completion Requirement

Combination of synchronous and asynchronous instruction with some campus meetings.

**Fulfill ALL of the following requirements:**

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling

EDG 701 - Counseling Theories and Techniques

EDS 701 - Understanding Individuals with Disabilities

EDG 702 - Multicultural and Social Justice Counseling

EDG 703 - Human Development in Counseling

EDG 704 - Career Counseling

EDG 705 - Group Counseling

EDG 706 - Assessment in Counseling

EDG 707 - Practicum in Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 731 - Sexuality Counseling in Schools and Families

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EDG 735 - Family Counseling and School/Community Partnerships

EDG 738 - Brief Counseling of Children and Adolescents

EDG 739 - College Access Counseling

EDG 743 - Internship in K-12 School Counseling I

EDG 744 - Internship in K-12 School Counseling II

ONE Elective Course required for 3/60 credits (all 3-credit courses):

Candidates can select one of the following courses, OR a graduate course approved by their academic advisor, to complete the elective course requirement

EBS 701 - Issues in Bilingualism

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 - Parenting within Diverse Family Structures

EDG 737 - Couples Counseling: Theories and Techniques

EDR 605 - Professional Writing for Educators

EDG 762 – Grief and Loss Counseling

**Bilingual School Counselor Extension Option:**

Candidates interested in pursuing the bilingual school counselor extension option and under advisement must take the following required electives (6 credits) instead of the elective requirement listed above.

EBS 701 Issues in Bilingualism

EBS 760 The Bilingual Child with Mild to Moderate Learning & Behavior Problems

Major Requirements - OPTION TWO: Online Program

**Type**

## Completion Requirement

Courses offered as asynchronous and/or synchronous via video instruction.

### **Fulfill ALL of the following requirements:**

19 Required Courses (total 57/60 credits):

Complete ALL of the following Courses:

EDG 700 - Professional Identity in School Counseling

EDG 701 - Counseling Theories and Techniques

EDS 701 - Understanding Individuals with Disabilities

EDG 702 - Multicultural and Social Justice Counseling

EDG 703 - Human Development in Counseling

EDG 704 - Career Counseling

EDG 705 - Group Counseling

EDG 706 - Assessment in Counseling

EDG 707 - Practicum in Counseling

EDG 708 - Counseling Research, Program Development, and Evaluation I

EDG 709 - School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 731 - Sexuality Counseling in Schools and Families

EDG 732 - Crisis, Substance Misuse, and Trauma Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EDG 735 - Family Counseling and School/Community Partnerships

EDG 738 - Brief Counseling of Children and Adolescents

EDG 739 - College Access Counseling

EDG 743 - Internship in K-12 School Counseling I

EDG 744 - Internship in K-12 School Counseling II

ONE Elective Course required for 3/60 credits (all 3-credit courses):

Candidates can select one of the following courses OR a graduate course approved by their academic advisor to complete the elective course requirement

EBS 701 - Issues in Bilingualism

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 736 - Parenting within Diverse Family Structures

EDG 737 - Couples Counseling: Theories and Techniques

EDR 605 - Professional Writing for Educators

EDG 762 – Grief and Loss Counseling

### **Bilingual School Counselor Extension Option:**

Candidates interested in pursuing the bilingual school counselor extension option and under advisement must take the following required electives (6 credits) instead of the elective requirement listed above.

EBS 701 Issues in Bilingualism

EBS 760 The Bilingual Child with Mild to Moderate Learning & Behavior Problems

Additional Comments:

4. **Rationale:**

- This revision allows students more flexibility and additional options for completing their elective requirement.
- Additionally, the bilingual school counselor extension option has been added as a concentration for those candidates interested in pursuing the bilingual school counseling extension certification with New York State.
- Finally, the program title is being revised to school counselor as counselor education is an umbrella term for many counseling specialty areas that fall within it (such as, school counseling, clinical mental health counseling, rehab counseling, etc.).
- These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Clinical Mental Health Counseling: Advanced Certificate

Hegis Number: 2104.10

Program Code: 44831 - CMHC-ADVCR

Effective Term: Spring 2027

1. **Type of Change:** Change in certificate and admission requirements

2. **From:**

**~~Advanced Certificate Program in Clinical Mental Health Counseling (16 credits)~~**

~~This advanced certificate program is designed for Individuals who have earned a Master's degree (of 60 credits) in Counselor Education: School Counseling from Lehman College or another accredited institution or for those who are currently enrolled in the Lehman College Counselor Education: School Counseling program and have completed 36 credits and the practicum requirement.~~

Individuals who complete the advanced certificate will meet the educational requirements for licensure as a clinical mental health counselor in New York State and be eligible to apply for a limited permit and take the National Clinical Mental Health Counselor Examination. These requirements are 6 graduate courses, totaling 16 credits, and 600 hours of clinical internship. ~~Individuals with a limited permit are eligible to begin the process of completing the 3,000 hours of supervised experience requirement.~~

**Admissions Requirements:**

Applicants ~~will provide:~~

1. ~~A master's degree in Counselor Education: School Counseling OR be a current matriculated student in the Lehman College Counselor Education: School Counseling program, who has successfully completed the first two years of required courses, including EDG 707 Practicum in Counseling;~~
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;
3. One letter of recommendation from an employer ~~as a reference outlining why the applicant would be an effective and ethical Clinical Mental Health Counselor;~~
4. ~~Two essay questions from the Clinical Mental Health Counselor application supplement (1100 words); and~~

5. Application fee of \$75 (waived for Lehman students/alums).

~~Applicants who are current Lehman Counselor Education: School Counseling students or Lehman Counselor Education: School Counseling alumni will provide:~~

1. All the supporting documents from their prior ~~Counselor Education: School Counseling~~ application will be transferred by graduation admission except the essay unless the application is no longer in the CUNY system to access. If so, the applicant will need to submit all the required documents above.
2. Two essay questions from the ~~Clinical Mental Health Counselor~~ application supplement (1100 words).

### Program of Study:

#### ***Required Courses***

~~**EDG 750 Foundations of Mental Health Counseling:** Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. PREREQ: EDG 707~~

~~**EDG 751 Psychopathology in Counseling:** In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. PREREQ: EDG 707~~

~~**EDG 752 Clinical Assessment and Treatment Planning in Mental Health Counseling:** Focus on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis on person-centered, strengths-based practices in treatment planning that addresses systemic factors, engages natural supports, and promotes improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment. PREREQ: EDG 707, EDG 750 and EDG 751~~

~~**EDG 760: Seminar 6: The business of managing a clinical mental health counseling practice**~~

~~Overview of managing a private practice in Clinical Mental Health Counseling; developing a business plan, ethical and legal considerations, navigating insurance companies, billing practices, marketing, setting up an office, teletherapy, common pitfalls. Prerequisite: Program matriculation and advisor permission.~~

~~**EDG 753 Internship in Clinical Mental Health Counseling I:** First of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, and program coordinator permission.~~

~~**EDG 754 Internship in Clinical Mental Health Counseling II:** Second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.~~

### 3. To:

#### **Clinical Mental Health Counseling: Advanced Certificate**

This advanced certificate program is designed for Individuals who have met the requirements for a Master's degree (of 60 credits) in School Counseling from Lehman College or another accredited institution. Individuals who complete the advanced certificate will meet the educational requirements for licensure as a clinical mental health counselor in New York State and be eligible to apply for a limited permit and take the National Clinical Mental Health Counselor Examination (NCMHCE). These requirements include 6 graduate courses, totaling 16 credits, and 600 hours of internship.

**Admission Requirements**Applicants not from Lehman:

1. Master's degree in School Counseling from an accredited 60-credit School Counseling program;
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;
3. One letter of recommendation from an employer or faculty to serve as an academic and/or character reference;
4. An essay that explains interest in pursuing this area of study and future career plans.
5. Application fee of \$75 (waived for Lehman students/alums)

Applicants from Lehman College's School Counseling program (students and alumni):

1. All the supporting documents from their previous application will be transferred, except for the essay.
  - a. Please note: If the application is no longer in the CUNY system to access, the applicant will need to submit all the required documents.
2. Applicant will submit an essay that explains interest in pursuing this area of study and future career plans.

Program Requirements - OverallType - Completion RequirementEarn at least 16 creditsEarn an average Grade Point Average of 3.0Successful completion of two semesters of internship.Program Requirements - CoreType - Completion RequirementComplete ALL of the following Courses:EDG 750 – Foundations in Clinical Mental Health CounselingEDG 751 – Diagnosing and Treatment Planning in CounselingEDG 753 – Internship in Clinical Mental Health Counseling IEDG 754 – Internship in Clinical Mental Health Counseling IIEDG 756 – Seminar 2: Cognitive Behavior TherapyEDG 758 – Seminar 4: Supervision and Consultation in Mental Health CounselingEDG 759 – Seminar 5: Dialectical Behavior TherapyEDG 760 – Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice**4. Rationale:**

- Minor changes were made to the admission requirements to clarify them for applicants and for better readability.
- EDG 751 – course title change: per 2024 CACREP accreditation standards, the topic of psychopharmacology and treatment planning is required, which is being added to this course.

- The course descriptions were removed as we do not necessarily include this in the program description, and we reformatted the way courses are listed for better readability.
- Two additional seminars were added since they are now required.
- These changes will not impact the learning outcomes of the program.

5. **Date of departmental approval:** 12/10/2025

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: School Counseling: Advanced Certificate

Hegis Number: 0826.01

Program Code:

Effective Term: Spring 2027

1. **Type of Change:** New Advanced Certificate Program

2. **From:** N/A

3. **To:**  
**School Counseling: Advanced Certificate**

This advanced certificate program is designed for individuals who have met the requirements of a master's degree (of 60 credits) in Clinical Mental Health Counseling from Lehman College or in counseling from another accredited institution. Individuals who complete the advanced certificate will meet the educational requirements for certification as a school counselor in New York State. These requirements include 6 graduate courses, totaling 18 credits, with 600 hours of internship.

**Admissions Requirements:**

**Applicants not from Lehman will provide:**

1. Master's degree from a 60-credit accredited Counseling program;
2. Official transcripts from all undergraduate and graduate coursework. Graduate transcript must show a minimum 3.0 GPA;
3. One letter of recommendation from an employer or faculty to serve as an academic and/or character reference;
4. An essay that explains interest in pursuing this area of study and future career plans.
5. Application fee of \$75 (waived for Lehman students/alums)

**Applicants from Lehman College's Clinical Mental Health Counseling program (students and alumni):**

1. All supporting documents from their previous application will be transferred, except for the essay.

- a. Please note: If the application is no longer in the CUNY system to access, the applicant will need to submit all the required documents.
2. Applicant will submit an essay that explains interest in pursuing this area of study and future career plans.

Program Requirements - Overall

Type - Completion Requirement

Earn at least 18 credits

Earn an average Grade Point Average of 3.0

Successful completion of two semesters of internship.

Program Requirements - Core

Type - Completion Requirement

Complete ALL of the following Courses:

EDG 700 – Professional Identity in School Counseling

EDG 709 – School/Community Leadership, Advocacy, Collaboration, and Consultation

EDG 739 – College Access Counseling

EDS 701 – Understanding Individuals with Disabilities

EDG 743 – Internship in K-12 School Counseling I

EDG 744 – Internship in K-12 School Counseling II

**4. Rationale:**

The proposed Advanced Certificate provides a direct pathway for individuals with a 60-credit master's degree in clinical Mental Health Counseling to meet the New York State educational requirements for school counselor certification. By completing six foundational courses in the school counseling (18 credits) program, graduates will be eligible to add the additional credential upon passing the School Counseling exam. This program is open to both Lehman College's clinical mental health counseling program graduates/alumni as well as external applicants. This program will address the ongoing regional need for qualified school counselors in New York State, particularly in urban school districts where student needs related to mental health, academic engagement, college and career readiness, and postsecondary planning are significant. Schools increasingly seek counselors with strong clinical training who are prepared to deliver comprehensive school counseling services and collaborate with educators, families, and community partners. Furthermore, it will provide additional career options for counseling professionals in multiple areas of practice, providing opportunities for upward mobility.

**5. Date of departmental approval: 12/10/2025**

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

**CURRICULUM CHANGE**

Name of Program and Degree Award: Bilingual Counselor Education, Advanced Certificate

Hegis Number: 0899.0

Program Code: 33773 - BCE-ADVCRT

Effective Term: Spring 2027

1. **Type of Change:** Change in certificate requirements and title

2. **From:**  
**Bilingual Counselor Education**

Requirements

Simple Requisites

Program Requirements - Overall

**Type**

Completion Requirement

**Earn at least 12 credits**

Program Requirements - Core

**Type**

Completion Requirement

**Complete ALL of the following Courses:**

EBS 701 - Issues in Bilingualism

EDG 702 - Multicultural and Social Justice Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). ~~Lehman expects students to pass this exam before completing twelve (12) program credits or during the first year of matriculation.~~

3. **To:**  
**Bilingual School Counseling**

Requirements

Simple Requisites

Program Requirements - Overall

**Type**

Completion Requirement

**Earn at least 15 credits**

Program Requirements - Core

**Type**

Completion Requirement

**Complete ALL of the following Courses:**

EBS 701 - Issues in Bilingualism

EDG 702 - Multicultural and Social Justice Counseling

EDG 734 - Bilingual Counseling in Schools and Communities

EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 707 – Practicum in Counseling

NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). All Bilingual School Counseling Candidates are expected to pass the BEA exam prior to completing their advanced certificate.

**4. Rationale:**

- The above-listed updates are required for the advanced certificate in bilingual school counseling by NYS.
- The program is 15 credits, not 12.
- The title reflects the correct certification that candidates obtain from NYS.
- The practicum course has required fieldwork hours for the bilingual certification in school counseling.
- These changes will not impact the learning outcomes of the program.

**5. Date of departmental approval: 12/10/2025**