

**Lehman College
Counselor Education Program
Annual Report
2025-2026**

Student Enrollment (2025-2026)

- Clinical Mental Health Counseling: 43 students
- School Counseling: 84 students
- Total Counselor Education enrollment: 127 students

Assessment and Program Review:

- Assessment data were collected across Fall 2025, Winter 2026, and Spring 2026
- The assessment plan uses a four-point rubric: 4 = Exemplary, 3 = Proficient, 2 = Developing, and 1 = Needs Improvement.
- Only aggregate outcomes are reported.
- All KPI assignments associated with the 2024 CACREP Standards were implemented in course syllabi during the 2025-2026 academic year.
- Following submission of the CACREP self-study for reaccreditation of the School Counseling program and initial accreditation of the Clinical Mental Health Counseling program, the Counselor Education program received notification that CACREP would move forward with scheduling a site visit for September 29 – October 1.

Performance on Key Performance Indicators:

The table below presents combined performance on KPI's across the School Counseling and Clinical Mental Health Counseling programs.

KPI's Foundational Counseling Curriculum					
KPI	CACREP Standards	Program	N	Mean	% Proficient+
KPI 1 Professional Counseling Orientation and Ethical Practice	3.A.1, 3.A.2, 3.A.5, 3.A.10	Combined SC + CMHC	72	3.84	100.0%
KPI 2 Credentialing, licensure, policies, career trends, and supervision	3.A.7, 3.A.8, 3.A.9, 3.A.12	Combined SC + CMHC	109	N/A	100.0%
KPI 3 Multicultural counseling, social justice, advocacy, and application to counseling practice	3.B.1	Combined SC + CMHC	109	3.84	98.2%
KPI 4 Cultural identity, worldview, acculturation, trauma, and sociocultural influences	3.B.2, 3.B.3, 3.B.4, 3.B.6	Combined SC + CMHC	73	3.76	95.9%

KPI's Foundational Counseling Curriculum					
KPI	CACREP Standards	Program	N	Mean	% Proficient+
KPI 5 Independence, inclusion, empowerment, access, social justice, advocacy, religion and spirituality	3.B.8, 3.B.9, 3.B.10, 3.B.11	Combined SC + CMHC	73	3.77	98.6%
KPI 6 Human development across the lifespan, identity development, resilience, and wellness	3.C.1-3.C.7	Combined SC + CMHC	78	3.66	93.6%
KPI 7 Career development theories, decision making, assessment, labor market information, and career planning	3.D.1-3.D.12	Combined SC + CMHC	60	3.68	98.3%
KPI 8 Counseling theories, case conceptualization, consultation, clinical reasoning, ethical and culturally responsive practice	3.E.1-3.E.15	Combined SC + CMHC	109	3.75	95.4%
KPI 9 Record keeping, caseload management, referrals, core counseling skills, and development of a personal counseling model	3.E.16, 3.E.17, 3.E.21	Combined SC + CMHC	140	3.79	96.4%
KPI 10 Crisis intervention, trauma-informed care, disaster response, suicide prevention, risk assessment, and psychopharmacology	3.E.18-3. E.20	Combined SC + CMHC	71	3.66	98.6%
KPI 11 Group counseling theory, leadership, group process, culturally responsive and ethical group practice	3.F.1-3.F.10	Combined SC + CMHC	120	3.69	92.5%
KPI 12 Assessment selection, administration, interpretation, psychometrics, diagnosis, and ethical/legal assessment practice	3.G.1-3.G.17	Combined SC + CMHC	73	3.82	98.6%
KPI 13 Research, evidence-based practice, research design, data analysis, program evaluation, and ethical reporting	3.H.1-3.H.11	Combined SC + CMHC	91	3.78	97.8%

School Counseling Specialized Practice

School Counseling Special					
KPI	CACREP Standards	Program	N	Mean	% Proficient +
SC KPI 1 School counseling models, career development, collaboration, consultation, and stakeholder engagement	5.H.1 - 3	School Counseling	126	3.58	93.7%
SC KPI 2 School counseling curriculum, classroom management, differentiated instruction, advocacy, and evidence-based culturally sustaining interventions	5.H.4 - 14	School Counseling	63	3.73	96.8%
SC KPI 3 Management strategies and evidence-based/culturally sustaining interventions supporting achievement, transitions, graduation, and postsecondary access	5.H.15 - 19	School Counseling	42	3.46	88.1%

Clinical Mental Health Counseling Specialized Practice					
KPI	CACREP Standards	Program	N	Mean	% Proficient +
CMHC KPI 1 Intake, mental status evaluation, biopsychosocial and psychological assessment, diagnosis, treatment planning, caseload management, and referral	5.C.1 & 2, 5.C.4 & 5	Clinical Mental Health Counseling	18	3.91	100.0%
CMHC KPI 2 Legislation, policy, ethics, integrated behavioral healthcare, advocacy, legal systems, and reimbursement	5.C.3, 5.C.6, 5.C.9	Clinical Mental Health Counseling	18	N/A	94.4%

Implications:

Aggregate performance was predominantly at or above the Proficient level across the 2025-2026 assessment records.

Combined foundational KPI 11, Group Counseling, showed 92.5% of student performance at Proficient or higher and represents the lowest combined foundational KPI percentage

- School Counseling specialty area KPI 3 showed that 88% of students performed at Proficient or higher and warrants continued review as part of ongoing program evaluation.
- KPI 6, Human Development, showed that 93% of students performed at Proficient or higher and should remain an area for continued monitoring.
- The program should continue to collect and monitor assessment data as the program shifts to a new assessment system (SL&L)
- Based on ongoing assessment and program evaluation, faculty determined that the Clinical Mental Health Counseling program would be better served by a three-year pathway with courses offered on weeknights rather than a two-year program offered primarily on Saturdays. This decision was informed by feedback from CMHC candidates and faculty and will be implemented for the Fall 2027 cohort.
- Clinical placement sites were added or discontinued based on School Counseling and Clinical Mental Health Counseling candidates' feedback regarding their placement experiences and site supervision, supporting continued review of fieldwork quality and fit.

2025 /26 Counselor Education Program Highlights:

- Three new hires scheduled to begin fall 2026:
 Dr. Kevon Bruce, Doctoral Lecturer
 Dr. Leo Gonzalez, Assistant Professor
 Dr. Suresh Lama Tamang, Substitute Assistant Professor
- Faculty completed a comprehensive review and revision of Counselor Education curricula during 2025-2026. The revisions were designed to align course and program requirements with the 2024 CACREP Standards, reduce curricular redundancy, clarify prerequisites and fieldwork expectations, and strengthen pathways across the School Counseling and Clinical Mental Health Counseling programs. Most approved changes are scheduled to take effect in Spring 2027.
 - A new three-credit elective, EDG 762: Grief and Loss Counseling, was approved. The course provides focused preparation in grief, loss, and bereavement, including theory, culturally responsive practice, assessment, intervention, specialized populations, ethical issues, and counselor self-awareness.
 - Core Counselor Education courses were updated to clarify their roles across the two specialty areas. Pre-practicum requirements were removed from several courses where fieldwork is completed later in practicum and internship, course descriptions were revised where needed to reflect both school and clinical mental health settings, and prerequisites were standardized to include program matriculation and advisor permission.
 - School Counseling fieldwork courses were revised to more clearly reflect school counseling practice and the 2024 CACREP professional practice standards. EDG 707 was clarified as a school-based practicum, EDG 743 and EDG 744 were updated to emphasize supervised counseling competencies, and EDG 744 now explicitly requires successful completion of EDG 743.

- Clinical Mental Health Counseling courses were also revised. EDG 750 was updated to remove an outdated fieldwork requirement and incorrect prerequisite. EDG 751 was retitled Diagnosing and Treatment Planning in Counseling and expanded to include treatment planning and psychopharmacology. Internship courses EDG 753 and EDG 754 were revised to align their descriptions and prerequisites with current program and CACREP requirements.
- The Clinical Mental Health Counseling degree requirements were revised to reduce redundancy and improve accuracy. EDG 752 was replaced by the existing EDG 706 Assessment in Counseling course, EDG 753 was restored to the required-course list, and the fixed course-sequence listing was removed to better reflect actual scheduling practices.
- The School Counseling program requirements were revised to provide greater elective flexibility, add EDG 762 as an elective option, and establish a Bilingual School Counselor Extension concentration. The program title was also revised from Counselor Education: School Counseling to School Counseling to more accurately identify the specialty area.
- Advanced-certificate pathways were expanded and clarified. A new 18-credit School Counseling Advanced Certificate was developed for individuals with a 60-credit counseling master's degree who seek New York State school counselor certification. The Clinical Mental Health Counseling Advanced Certificate requirements and admissions language were revised, including the addition of two required seminars. The Bilingual Counselor Education Advanced Certificate was renamed Bilingual School Counseling, increased from 12 to 15 credits, and revised to include EDG 707 Practicum in Counseling to meet New York State certification requirements
- **Professional Development, Leadership, and Student Engagement**
 - Chi Sigma Iota (Tau Chapter) held a virtual information event to introduce Counselor Education candidates to CSI involvement, leadership roles, and professional development opportunities.
 - Chi Sigma Iota hosted the following events:
 - Play Therapy seminar
 - Documentary screening - Death by Numbers followed by a Q&A on school violence on April 23, 2026, providing candidates with an opportunity to engage with an issue relevant to school and mental health counseling practice.
 - CSI induction ceremony recognizing student achievement, professional identity development, and engagement in the counseling profession.
 - Sex Therapy

The 2025-2026 academic year reflected strong aggregate performance across the foundational counseling curriculum and the School Counseling and Clinical Mental Health Counseling specialty areas. The program also advanced the curriculum, staffing, and professional development initiatives, including implementation of KPI assignments aligned with the 2024 CACREP Standards, preparation for a CACREP site visit, comprehensive curriculum revisions, expansion of faculty capacity, and continued refinement of fieldwork placements and program delivery based on candidate and faculty feedback. These efforts support the program's ongoing commitment to continuous improvement and high-quality counselor preparation.