

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

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

COURSE CHANGES

Effective Term: Spring 2027

1. **Type of Change:** *Adding the NPER (ePermit not allowed) Course Attribute*

2. **From:** N/A

3. **To:**

EDL 701: The Principal as a School Building Leader
EDL 702: Ethical and Legal Issues for Educational Leaders
EDL 703: Collaborative and Community-Based Leadership
EDL 704: Instructional and Curriculum Leadership
EDL 705: Technology, Planning, and Managing Resources
EDL 706: Legal and Economic Issues and the Administration of Schools
EDL 707: Creating Effective and Supportive Learning Environments for All Students
EDL 708: Data-Driven Decision Making
EDL 709: Case Studies in School Building Leadership
EDL 710: Integrated Leadership Internship I
EDL 711: Integrated Leadership Internship II
EDL 712: Leading an Effective School District
EDL 713: Shared Decision Making and Ethics for the School District Leader
EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation
EDL 715: Diversity and Educational Leadership
EDL 716: Educational Governance, Policy, and Law
EDL 717: Finance, Operations, and Human Resource Management
EDL 718: Creating Effective Partnerships: Parents, Community Members, School Boards, and Other Key Stakeholders
EDL 719: Case Studies in School District Leadership
EDL 720: The Leadership Experience-District-Region Level
EDL 721: The Leadership Experience-District Extension
EDL 722: Leading Effective Teams in Urban School Districts
EDL 723: Action Research for Educational Leaders
EDL 724: District Curriculum, Assessment & Accountability Systems
EDL 725: Practicum in Superintendency
EDL 801: Holistic Leadership
EDL 802: Ethical Leadership
EDL 803: Communication and Teamwork
EDL 804: Leading for Strategic Change
EDL 805: Program Development and Evaluation

EDL 806: Managing Financial Resources
EDL 807: Leveraging Human Capital
EDL 808: Leadership Seminar I: Needs Assessment
EDL 809: Leadership Seminar II: Literature Research
EDL 810: Leadership Seminar III: Implementation Plan
EDL 902: The Ethical Leader
EDL 903: Collaborative Leadership Through Communication
EDL 904: Strategic Leadership
EDL 905: Leadership Analytics and Grant Writing
EDL 911: Leaders as Scholars
EDL 912: Doctoral Studies Seminar
EDL 913: Guided Dissertation
EDL 930: Research I: Introduction to Research Methods
EDL 940: Research II: Introduction to Applied Research
EDL 950: Research III: Practice-based, Service and Action Research
EDL 960: Leveraging Human and Financial Resources for Social Impact
EDL 970: Teaching and Learning
EDL 980: Systems Thinking Through a Social Justice Lens
EDL 990: Independent Doctoral Study

4. Rationale:

- The courses listed above are required courses for Lehman's leadership programs (educational and organizational leadership – M.S.Ed., M.S., Ed.D. and Advanced Certificate). All leadership programs use cohort models, which means only students who matriculated into the leadership programs may enroll in these courses. Each program admits students together and moves them through their respective program as a group.
- In many of the courses, projects and content build on prior courses or establish the direction of future courses, which is why students are required to be matriculated in the cohort and follow the specific course sequence.
- Further, sections and seat capacities are scheduled based on the number of students admitted to the program.
- For these reasons, we are requesting that all EDL courses be assigned the “ePermit not allowed” attribute, so non-matriculated students from other CUNYs are not automatically given permission to register for these courses.

5. Date of departmental approval: September 2, 2026

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

CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 912
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to students' professional development.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 912
Course Title	Doctoral Studies Seminar
Description	Facilitation of students' dissertation development and research ideas through a structured process with attention to <u>the literature review</u> .
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. Rationale:

This course is focused on writing the literature review for the dissertation and so it should be mentioned in the description. The original language around professional development is not relevant.

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CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 913
Course Title	Dissertation Advisement
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved according to milestones established in the project plan approved in their Doctoral Studies seminar. Students will continue to update their personal reflective learning journals and submit a comprehensive progress report at the end of the term. (Will be repeated up to twelve credits.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible

	☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 913
Course Title	Dissertation Advisement
Description	This course provides structured guidance on the ongoing development, refinement and, in the last term, defense and submission, of the doctoral dissertation. Students will work with their mentor and committee individually, and in small groups, ensuring that relevant policy, legal and financing implications are addressed and that satisfactory progress is achieved. <u>Each semester will have its own requirements and the final semester will include the dissertation defense.</u> (Will be repeated up to twelve credits.)
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

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4. **Rationale:**

The reference to the project plan from the Doctoral Studies seminar is no longer relevant. The dissertation defense was also added so that students are aware of that requirement.

5. **Date of departmental approval:** September 2, 2026

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CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 930
Course Title	Research I: Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures

	☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 930
Course Title	Research I: Introduction to Research Methods
Description	Introduction of relevant research approaches in education, non-profit management, health and other human service practices that decision makers employ and use to drive organizational change. Includes overviews of qualitative, quantitative and mixed methods research models and provides frameworks to support the identification of researchable problems. Students will compare and contrast the three research approaches to determine similarities, distinctions, practical utility, and problems in the collecting, managing, analyzing and reporting of qualitative and quantitative data. <u>There will also be an introduction to basic inferential and descriptive statistics.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression

	☐ Individual and Society ☐ Scientific World
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4. **Rationale:**

This course focuses on quantitative methods, and so a sentence was added to include training in statistics.

5. **Date of departmental approval:** September 2, 2026

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CURRICULUM CHANGE

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

2. **From:**

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 950
Course Title	Research III: Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change. Topics include carrying out a literature review that is in alignment with the proposed dissertation topic; beginning the collection analysis of exemplary data; and structuring a draft that will represent the first cycle of an action plan associated with dissertation work.
Pre/ Co Requisites	
Credits	3
Hours	
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible

	☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. To:

Department(s)	CLLSE
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership Studies
Course Prefix & Number	EDL 950
Course Title	Research III: Practice-based, Service and Action Research
Description	Exploration of theories and methodologies associated with action research and the complementary methods of practice-based and service learning in creating change for social justice in education, non-profit management, health and other human service organizations. Students will explore how these theories are successfully employed by leaders to drive organizational change.
Pre/ Co Requisites	
Credits	3
Hours	
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale:**

This course does not focus on a literature review, and so the reference to this has been removed.

5. **Date of departmental approval:** September 2, 2026

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**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

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) 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 4,100 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

Earn an average Grade Point Average of 3.0

Successful completion of two semesters of internship.

Program Plan**Type:** Completion Requirement

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 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

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 - 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-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

3. To:

Clinical Mental Health Counseling

Overview:

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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) standards and readying a self-study to apply for CACREP accreditation.

MISSION:

We develop culturally and linguistically competent, ethical, caring, data-informed school and clinical mental health counselors eligible for certification/licensure. Our mission reflects input from counselor education faculty, current and former students, and community partners. Counselor Education candidates promote equity, social justice, and human rights advocacy. School Counselor candidates develop academic, social-emotional, and career/college competencies for all students to help close opportunity

and attainment gaps. Clinical Mental Health Counselor candidates develop mental health intervention and prevention competencies for all clients to close access and affordability gaps. Counselor Education 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 the history and philosophy of the counseling profession, professional roles and functions across specialized practice areas, and ethical standards. They engage in advocacy for clients and the counseling profession and understand credentialing, licensure, and regulatory processes. (2024 CACREP Standards 3.A.1., 3.A.2., 3.A.4., 3.A.5., 3.A.7., 3.A.8., 3.A.10.)
2. Candidates develop skills in collaboration, consultation, community outreach, and emergency response management. They advocate for clients by addressing systemic barriers and promoting equitable access to services. (2024 CACREP Standards 3.A.3., 3.A.4., 3.A.6., 3.A.8., 3.B.9.)
3. Candidates apply theories and models of multicultural counseling, social justice, and advocacy while understanding the influence of cultural identities, systemic oppression, and socio-economic disparities on mental and physical health. They integrate culturally sustaining strategies in all counseling practices. (2024 CACREP Standards 3.B.1., 3.B.2., 3.B.4., 3.B.5., 3.B.6., 3.B.9., 3.B.10., 3.B.11.)
4. Candidates demonstrate understanding of theories of individual, family, and cultural identity development across the lifespan, including factors influencing resilience, wellness, and adaptation to crises, trauma, and disability. (2024 CACREP Standards 3.C.1., 3.C.2., 3.C.4., 3.C.7., 3.C.8., 3.C.10., 3.C.11., 3.C.13.)
5. Candidates apply career development theories and strategies that address the interrelationships among work, wellness, life roles, and socio-economic factors. They demonstrate the ability to use career-related assessments and advocate for educational and occupational access for marginalized populations. (2024 CACREP Standards 3.D.1., 3.D.2., 3.D.5., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12.)
6. Candidates develop skills in establishing and maintaining counseling relationships using culturally sustaining, evidence-based strategies. They demonstrate competence in case conceptualization, goal setting, intervention planning, and crisis response, including trauma-informed approaches. (2024 CACREP Standards 3.E.1., 3.E.2., 3.E.6., 3.E.9., 3.E.10., 3.E.13., 3.E.19., 3.E.20.)
7. Candidates demonstrate understanding of group counseling theories, dynamics, and leadership skills. They apply culturally responsive strategies for group formation and facilitation while addressing ethical and legal considerations. (2024 CACREP Standards 3.F.1., 3.F.2., 3.F.4., 3.F.7., 3.F.8., 3.F.9.)
8. Candidates develop proficiency in selecting, administering, and interpreting assessments while considering cultural and developmental factors. They understand diagnostic processes, including the use of classification systems and risk assessment procedures. (2024 CACREP Standards 3.G.1., 3.G.2., 3.G.5., 3.G.7., 3.G.11., 3.G.13., 3.G.16.)
9. Candidates demonstrate the ability to use research methods and program evaluation techniques to inform counseling practice, improve services, and advocate for clients. They apply ethical and culturally responsive strategies in conducting and reporting

research. (2024 CACREP Standards 3.H.1., 3.H.2., 3.H.4., 3.H.7., 3.H.8., 3.H.9., 3.H.10.)

10. Candidates develop strategies for self-care, self-awareness, and professional growth to maintain ethical and effective practice. They understand the purpose of supervision in counseling and engage in continuous professional development. (2024 CACREP Standards 3.A.11., 3.A.12., 3.E.7.)

Clinical Mental Health Counseling Program Specific Objectives:

1. Prepare candidates who can 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 (2024 Standards 5.C.3, 5.C.6, 5.C.8).
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable (2024 CACREP Standards 5.C.1, 5.C.4; 5.C.5).
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development (CACREP Standard 5.C.2).
4. Prepare candidates who will 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. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients (CACREP Standards 5.C.1, 5.C.4)
6. Prepare candidates who can identify 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. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm (CACREP Standard 5.C.4.)
8. Prepare candidates to 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. Prepare candidates to discuss 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 (DSM V) and identifying diagnosis (CACREP Standard 5.C.1).
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP Standard 5.C.5).
12. Prepare candidates to engage in collaborative consultation with other mental health professionals to ensure continuity of care and effective treatment (CACREP Standard 5.C.7).

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 an essay for a total of 1,000 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.

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

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.
- 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.

Major Requirements - Program Plan

Type: Completion Requirement

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

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 - 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

4. **Rationale:**

- The program is transitioning from two years plan of study to three years plan of study. After carefully considering feedback from students, site supervisors, and course instructors that the course load was too intensive to complete within the two-year time frame, faculty determined that it would be more appropriate to distribute the coursework over three years. Therefore, “two years” should be removed from the program overview.
- The mission statement and the program objectives were updated to reflect the new 2024 accreditation standards.
- The essay required for students is 1000 words, not 1100 as currently listed for CMHC admissions. There is also only one admission essay and not two; this error will be resolved with this revision.
- The degree completion requirements were listed incorrectly and have been updated.
- The degree completion requirements are identical to degree continuation requirements; therefore, they have been removed to reduce redundancy.

5. **Date of departmental approval:** September 2, 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: Counselor Education: School Counseling, MEd

Hegis Number: 0826.01

Program Code: 41528 - CESC-MSED

1. **Type of Change:** *Change in degree requirements*

2. **From:**

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) and CAEP, the Council for the Accreditation of Educator Preparation (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.

Major Requirements – Admission 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 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.

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):

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

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

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

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) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

We develop culturally and linguistically competent, ethical, caring, data-informed school and clinical mental health counselors eligible for certification/licensure. Our mission reflects input from counselor education faculty, current and former students, and community partners. Counselor Education candidates promote equity, social justice, and human rights advocacy. School Counselor candidates develop academic, social-emotional, and career/college competencies for all students to help close opportunity and attainment gaps. Clinical Mental Health Counselor candidates develop mental health intervention and prevention competencies for all clients to close access and affordability gaps. Counselor Education 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 the history and philosophy of the counseling profession, professional roles and functions across specialized practice areas, and ethical standards. They engage in advocacy for clients and the counseling profession and understand credentialing, licensure, and regulatory processes. (2024 CACREP Standards 3.A.1., 3.A.2., 3.A.4., 3.A.5., 3.A.7., 3.A.8., 3.A.10.)
2. Candidates develop skills in collaboration, consultation, community outreach, and emergency response management. They advocate for clients by addressing systemic barriers and promoting equitable access to services. (2024 CACREP Standards 3.A.3., 3.A.4., 3.A.6., 3.A.8., 3.B.9.)
3. Candidates apply theories and models of multicultural counseling, social justice, and advocacy while understanding the influence of cultural identities, systemic oppression, and socio-economic disparities on mental and physical health. They integrate culturally sustaining strategies in all counseling practices. (2024 CACREP Standards 3.B.1., 3.B.2., 3.B.4., 3.B.5., 3.B.6., 3.B.9., 3.B.10., 3.B.11.)
4. Candidates demonstrate understanding of theories of individual, family, and cultural identity development across the lifespan, including factors influencing resilience, wellness, and adaptation to crises, trauma, and disability. (2024 CACREP Standards 3.C.1., 3.C.2., 3.C.4., 3.C.7., 3.C.8., 3.C.10., 3.C.11., 3.C.13.)
5. Candidates apply career development theories and strategies that address the interrelationships among work, wellness, life roles, and socio-economic factors. They demonstrate the ability to use career-related assessments and advocate for

- educational and occupational access for marginalized populations. (2024 CACREP Standards 3.D.1., 3.D.2., 3.D.5., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12.)
6. Candidates develop skills in establishing and maintaining counseling relationships using culturally sustaining, evidence-based strategies. They demonstrate competence in case conceptualization, goal setting, intervention planning, and crisis response, including trauma-informed approaches. (2024 CACREP Standards 3.E.1., 3.E.2., 3.E.6., 3.E.9., 3.E.10., 3.E.13., 3.E.19., 3.E.20.)
 7. Candidates demonstrate understanding of group counseling theories, dynamics, and leadership skills. They apply culturally responsive strategies for group formation and facilitation while addressing ethical and legal considerations. (2024 CACREP Standards 3.F.1., 3.F.2., 3.F.4., 3.F.7., 3.F.8., 3.F.9.)
 8. Candidates develop proficiency in selecting, administering, and interpreting assessments while considering cultural and developmental factors. They understand diagnostic processes, including the use of classification systems and risk assessment procedures. (2024 CACREP Standards 3.G.1., 3.G.2., 3.G.5., 3.G.7., 3.G.11., 3.G.13., 3.G.16.)
 9. Candidates demonstrate the ability to use research methods and program evaluation techniques to inform counseling practice, improve services, and advocate for clients. They apply ethical and culturally responsive strategies in conducting and reporting research. (2024 CACREP Standards 3.H.1., 3.H.2., 3.H.4., 3.H.7., 3.H.8., 3.H.9., 3.H.10.)
 10. Candidates develop strategies for self-care, self-awareness, and professional growth to maintain ethical and effective practice. They understand the purpose of supervision in counseling and engage in continuous professional development. (2024 CACREP Standards 3.A.11., 3.A.12., 3.E.7.)

School Counseling Program Specific Objectives:

1. Candidates apply evidence-based models of school counseling programs, including PK-12 comprehensive career development models, to design and implement services that promote academic, career, and personal/social development for all students. (2024 CACREP Standards 5.H.1., 5.H.2.)
2. Candidates develop skills in school-based collaboration and consultation by engaging families, PK-12 school personnel, postsecondary institutions, community agencies, and other referral sources to support student success. (2024 CACREP Standards 5.H.3., 5.H.10.)
3. Candidates develop school counseling program mission statements and objectives, design school counseling curricula, and implement diverse classroom management and differentiated instructional strategies. They evaluate the effectiveness of these programs in meeting the academic, career, and social-emotional needs of students. (2024 CACREP Standards 5.H.4., 5.H.5.)
4. Candidates serve as leaders, advocates, and systems change agents in PK-12 schools by promoting equitable access to educational opportunities. They advocate for comprehensive school counseling programs and foster leadership qualities to create systemic improvements in schools. (2024 CACREP Standards 5.H.6., 5.H.7., 5.H.8.)

5. Candidates demonstrate knowledge of school counselor roles and responsibilities in school crisis and management plans. They develop skills to implement school-based interventions, screen students for mental health and behavioral disorders, and provide social-emotional and trauma-informed counseling. (2024 CACREP Standards 5.H.9., 5.H.12., 5.H.13., 5.H.14.)
6. Candidates critically examine the connections between social, cultural, familial, emotional, and behavioral factors and academic achievement. They apply evidence-based and culturally sustaining interventions to promote academic development, increase promotion and graduation rates, and foster postsecondary readiness. (2024 CACREP Standards 5.H.11., 5.H.15., 5.H.16., 5.H.17.)
7. Candidates implement strategies to promote postsecondary and career readiness by facilitating school-to-postsecondary transitions. They advocate for equitable access to postsecondary education and occupational opportunities for all students, including marginalized populations. (2024 CACREP Standards 5.H.2., 5.H.18., 5.H.19.)
8. Candidates develop and implement strategies to promote equity in student achievement and access to postsecondary education opportunities by addressing systemic barriers. They foster collaboration with key stakeholders to enhance student outcomes. (2024 CACREP Standards 5.H.6., 5.H.8., 5.H.19.)

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.

Major Requirements – Admission 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.
- 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

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.

Major Requirements - OPTION ONE: Hybrid/Campus Program

Type: Completion Requirement

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

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

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

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

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
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

4. Rationale:

- The mission statement and the program objectives were updated to reflect the new 2024 accreditation standards.
- There were errors in what was listed under the continuation requirements; those were removed.

- The applicants do not provide an assessment as part of the group interview process, so that was removed to reflect the accurate interview process.
- The course offering type (asynchronous, synchronous, etc.) was removed to be consistent with the CMHC program, as both programs have significant overlap in course offerings and thus must be taught in the same format.

5. **Date of departmental approval:** September 2, 2026

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

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

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Education (All Grades), MSED

Hegis Number: 0830.00

Program Code: 25809 (LS-MSED)

1. Type of Change: Withdrawal of program

2. Description:

The 33-credit Program in Literacy Education, registered in New York State, leads to a Master of Science in Education degree and a professional certification in Literacy Education (All Grades). The program provides a bridge between communities, families, and schools prepares students for professional engagement as practitioners in a culturally diverse educational system. Teachers develop a combined mastery of research, theory, and instructional practices, and articulate working visions of the future of literacy education.

Admissions Requirements

Earn a minimum Grade of B

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters (This requirement may be waived in some circumstances at the discretion of the program coordinator).

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Completion Requirements

Earn a minimum GPA of 3.0

- Candidates must complete the required graduate credits of study pertaining to their program. Candidates must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

Earn at least 33 credits

Courses

EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan

EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan

EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan

EDR 765 - Literacy in the Content Areas

EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning

EDR 767 - Project Seminar: Research on Literacy I and II

EDR 751 - Developing Literacy through Literature

EDR 768 - Project Seminar: Research on Literacy I and II

EDR 529 - Language, Literacy, and Educational Technology

EDR 605 - Professional Writing for Educators

3. Rationale:

Due to changes in state requirements for Literacy Education certification to All Grades, only one MSED program is needed, as opposed to our current Birth-6th Grade and 5th-12th grade programs. Because NYSED approved a program change to transition our 5th-12th grade Literacy Studies (program code: 25806) to All Grades, the birth-6th grade program (program code 25809) needs to be deactivated.

4. Date of departmental approval: September 2, 2026

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

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Education (All Grades), Advanced Certificate - LECE-ADVCT

Hegis Number: 0830.00

Program Code: 41932

1. **Type of Change:** Addition of distance education format

2. **From:**

Literacy Education All Grades - LECE-ADVCT

Program Description

The Advanced Certificate Program in Literacy Education is designed for candidates who already possess a Master's degree and an initial or professional teaching certification in any subject area. This 18-credit Advanced Certificate program engages candidates in four courses that address literacy teaching and learning and one course applying content and pedagogical knowledge in a clinical/practicum experience. The program enables candidates to become certified to teach Literacy (All Grades) in New York State, in addition to their base certificate.

Certificate Requirements – Admission Requirements

Type: Prerequisite

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Certificate Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following Courses:

Core Literacy Courses

Complete ALL of the following Courses:

- EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan (3 cr)
- EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan (3 cr)

- EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan (3 cr)
- EDR 751 - Developing Literacy through Literature (3 cr)

AND

Clinical/Practicum Experience

Complete ALL of the following Courses:

- EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning (6 cr)

Prereq: EDR 701, EDR 721, EDR 711

3. To:

Advanced Certificate in Literacy Education (All Grades)

The Advanced Certificate Program in Literacy Education is designed for candidates who already possess a Master's degree and an initial or professional teaching certification in any subject area. This 18-credit Advanced Certificate program, offered in a hybrid or online format, engages candidates in four courses that address literacy teaching and learning and one course applying content and pedagogical knowledge in a clinical/practicum experience. The program enables candidates to become certified to teach Literacy (All Grades) in New York State, in addition to their base certificate.

The program offers two subplans: Subplan 1 can be completed in the hybrid modality, while Subplan 2 can be completed fully online. Both subplans have identical admissions, program, and completion requirements. The fully online option (Subplan 2) provides greater flexibility for candidates while maintaining the same rigorous academic standards as the hybrid program (Subplan 1).

SUBPLAN 1: Hybrid Program (Courses offered in-person and online mixed formats.)

SUBPLAN 2: Online Program (Courses offered in online asynchronous and synchronous formats.)

Certificate Requirements – Admission Requirements

Type: Prerequisite

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Master's Requirements – Master of Science in Education

Certificate Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following Courses:

Core Literacy Courses

Complete ALL of the following Courses:

- EDR 701 - Language and Literacy Acquisition and Development Across the Lifespan (3 cr)
- EDR 711 - Instructional Approaches for Language and Literacy Development Across the Lifespan (3 cr)
- EDR 721 - Assessing and Evaluating Language and Literacy Development Across the Lifespan (3 cr)
- EDR 751 - Developing Literacy through Literature (3 cr)

AND

Clinical/Practicum Experience

Complete ALL of the following Courses:

- EDR 743 - Practicum in Literacy Assessment, Teaching, and Learning (6 cr)

Prereq: EDR 701, EDR 721, EDR 711

4. Rationale:

The Master of Science in Education in Literacy Education program (Option Two – online format) provides greater flexibility for our students. Our online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. Option One and Option Two programs have the same course descriptions, credits and hour requirements, learning objectives, pre-requisites and all other curricular requirements. This consistency ensures that our online program meets the same rigorous academic standards as our on-campus one, with only the mode of delivery being different.

5. Date of Department Approval: September 2, 2026

**LEHMAN COLLEGE
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CURRICULUM CHANGE

Name of Program and Degree Award: Master of Science in Special Education, Students with Disabilities – All Grades - Trans B

Hegis Number: 0899.50

Program Code: TBD

1. Type of Change: New program - Registration of Special Education Master of Science Degree leading to certification for Students with Disabilities - All Grades Transitional B as per NYSED requirements

2. FROM: N/A

3. TO:

Overview

The 36-credit Master of Science in Education in Special Education, Students with Disabilities (All Grades) Transitional B program prepares candidates admitted to Lehman College's Alternate Certification Partnership Programs, such as the NYC Teaching Fellows, which is offered in collaboration with the New York City Department of Education, for New York State certification as special education teachers. Candidates hold baccalaureate degrees in fields outside education, with several entering as career changers or as paraprofessionals with prior service in city schools. Following an intensive pre-service summer, they are issued the Transitional B certificate and serve as teachers of record in high-need New York City public schools while completing the degree, which leads to initial certification in Students with Disabilities (All Grades).

The curriculum prepares candidates to teach across the full continuum of placements. Coursework emphasizes access to the general education curriculum for all learners in inclusive Pre-Kindergarten through grade 12 settings, as well as the differentiation and individualized planning required in specialized and self-contained settings, in accordance with each student's *Individualized Education Program* or *Individualized Family Service Plan*. The program prepares candidates for special education and co-teaching positions in urban schools serving culturally and linguistically diverse populations. The curriculum is aligned with New York State content requirements for programs preparing special educators and integrates current evidence-based practice with theory. Courses emphasize critical thinking, reflection, and problem solving.

The program operates on a cohort model, meaning candidates enter, progress, and complete coursework together. Candidates enter a professional community rather than a solitary placement. The literature on cohort-based alternative certification programs

links these structures to stronger self-efficacy, sustained collegial problem-solving, and improved multi-year retention compared with individual entry pathways.

Candidates complete the pre-service summer in Teaching Academies alongside their colleagues with whom they take courses. Teaching Academies are frequently staffed in collaboration with our partner programs and confer a further advantage: candidates complete supervised practice in a school before appointment, and hiring schools often draw from the candidates they have hosted. Thus, candidates become acculturated to a school's students, faculty, and instructional expectations before assuming the responsibilities of a teacher of record.

Extensive field experience, developed in partnership with schools in the Bronx and surrounding area, is central throughout the program. Candidates receive structured support as they develop their capacities as special educators through school-based work with mentor teachers, college supervisors, school staff, families, and students.

The Special Education, Students with Disabilities (All Grades) Transitional B program is committed to preparing teacher candidates who demonstrate understanding of students' varied social-emotional, instructional, and linguistic needs, a willingness to collaborate within the school team and community, and a conviction that all children can learn. The program aligns with the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators well prepared to teach in diverse urban settings.

Candidates may complete the degree entirely online, with the same academic standards maintained across all delivery modes, and the program of study may be completed in under three years.

Admission Requirements

- ***Earn a minimum GPA of 3.0***
 - *Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.*
- ***Content Specialty Test***
 - *Submission of scores on the Content Specialty Test (CST).*
- ***Recommendation & Interview***
 - *Submit two letters of recommendation, at least one of which is from a college or university science instructor.*
 - *Participate in interview process*

The Special Education, Students with Disabilities (All Grades) Transitional B program requires completion of three areas of coursework: (1) Foundations Core, (2) Methods Core, and (3) Professional Practice Core as listed below:

Special Education Students with Disabilities- All Grades- Transitional B, Master of Science in Education (MSed 36 credits)

Semester I (Summer): (6 credits)

EDS 720: Student Teaching Seminar (3)

EDS 791: Learners with Disabilities (3)

Semester II (Fall): (6 credits)

EDS 741: Psycho-educational Evaluation of Children with Learning Problems (3)

EDS 795: Practicum in Assessment for Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester III (Spring): (9 credits)

EDS 701: Understanding Individuals with Disabilities (3)

EDS 792: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Learners with Disabilities (3)

EDS 793: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Learners with Disabilities (3)

Semester IV (Summer) (3 credits)

EDR 711: Instructional Approaches for Language and Literacy Development Across the Lifespan (3)

Semester V (Fall) (6 credits)

ESC 540: Teaching US History and Government/ELA (3)

EDS 718: Culminating Masters' Project (3)

Semester VI (Spring) (6 credits)

EDS 743: Behavior Assessment, Management, and Change (3)

EDS 794: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Learners with Disabilities (3)

Program Requirements:

The program shall include:

- at least 100 clock hours of field experiences related to coursework before student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities. (EDS 741, EDS 795, EDS 792, EDS 793, EDS 743, EDS 794)
- a college-supervised student teaching or practicum experience of at least 70 school days, or its equivalent, in a students with disabilities education setting, and in alignment with the daily schedule and annual calendar of that educational setting; provided that candidates pursuing more than one certificate title may complete placements of at least 35 school days for each certificate title.

4. Rationale:

- This program adheres to New York State certification guidelines and is a state mandate, as all programs must now include a P-12 certification program. The New York State Board of Regents voted to establish the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new

certificate permits individuals to teach students with disabilities in New York State public schools from Pre-Kindergarten through grade 12.

- The current program that exists will become obsolete as it is no longer tied to an existing certification. All students already in existing programs will be able to finish, but all new admits will be admitted to this Pre-Kindergarten through grade 12 program. This 36-credit program will be for applicants who are in an alternate certification program, such as the New York Teaching Fellows, and are placed at Lehman College to complete their coursework
- The creation of this program will assist in alleviating the teacher shortages in New York City. Specifically in Special Education, there are approximately 2400 vacancies currently across New York City.
- This program will create opportunities for students who are interested in making a career change and already have a Bachelor's Degree in a non-education area of study.
- The creation of this program is a response to a critical need as the New York City Department of Education (NYCDOE) typically hires approximately 4,500 new teachers to fill vacancies. In 2022, the governor of New York State signed a law mandating a substantial reduction in class sizes over the next five years. As a result, New York City anticipates a teacher shortage of approximately 9,000 educators. These shortages are most severe in high-poverty, high-needs schools, particularly in the Bronx.

5. Date of departmental approval: September 2, 2026