



LEHMAN COLLEGE

COUNSELOR EDUCATION STUDENT HANDBOOK

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

SCHOOL OF EDUCATION

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

TABLE OF CONTENTS

I.	<u>Faculty, Staff, and Contact Information</u>	3
II.	<u>Lehman’s Mission, Vision, and Mission Statements</u>	4
	<u>School of Education Mission Statement</u>	4
	<u>Counselor Education Program Mission Statement</u>	5
	<u>Counselor Education Program Objectives</u>	5
	<u>School Counseling Objectives</u>	6
	<u>Clinical Mental Health Counseling Objectives</u>	7
	<u>Diversity, Equity, Inclusion (DEI) Policies</u>	8
III.	<u>Professional Counseling Organizations and Opportunities</u>	9
IV.	<u>Admission & Matriculation Requirements</u>	9
V.	<u>Student Expectations</u>	10
VI.	<u>Student Policies and Procedures</u>	12
	<u>Student Retention Policy: Remediation and/or Dismissal from the Program (includes Non-Academic and Academic Dismissal)</u>	12
	<u>Academic Retention Policy</u>	13
	<u>Academic Appeal Policy</u>	13
	<u>Endorsement Policy: Procedures for Recommending Candidates for Certification, Licensure, and Employment</u>	14
	<u>School Counselor Certifications (Internship, Initial, Initial Bilingual, Professional Bilingual)</u>	14
	<u>Clinical Mental Health Counselor Licensure</u>	16
	<u>Employment</u>	17
VII.	<u>Additional Resources</u>	17
	<u>Appendix A: Counselor Education: School Counseling Plan of Study</u>	
	<u>Appendix B: Counselor Education: Clinical Mental Health Counseling Plan of Study</u>	
	<u>Appendix C: Professional Dispositions Assessment</u>	
	<u>Appendix D: Checklist: Licensed Mental Health Counselor (LMHC)</u>	
	<u>Appendix E: Key Performance Indicators (KPIs)</u>	

Faculty, Staff, and Contact Information

Counselor Education Faculty

- Dr. Stuart Chen-Hayes, Professor Stuart.chen-hayes@lehman.cuny.edu
- Dr. Laura Roberts, Associate Professor Laura.roberts@lehman.cuny.edu
- Dr. Tanupreet Suri, Assistant Professor, Program Coordinator
Tanupreet.suri@lehman.cuny.edu
- Dr. Kevon Bruce, Doctoral Lecturer, School Counseling Clinical Coordinator
Kevon.bruce@lehman.cuny.edu
- Dr. Leo Gonzalez, Assistant Professor, Clinical Mental Health Counseling Clinical Coordinator Leo.gonzalez@lehman.cuny.edu
- Dr. Heather Sands, Substitute Doctoral Lecturer Heather.sands@lehman.cuny.edu
- Dr. Suresh Lama Tamang, Substitute Assistant Professor
Suresh.lamatamang@lehman.cuny.edu

School of Education Faculty Librarian

Alison Lehner-Quam, Associate Professor

Room 318A Leonard Lief Library

Phone: 718-960-7756

Email: alison.lehnerquam@lehman.cuny.edu

<http://libguides.lehman.edu/educationcounseling>

Staff and Contact Information

Counseling, Leadership, Literacy and Special Education (CLLSE) Department:

Carman Hall B-20 Phone: 718-960-8173

Department Secretary: Carmen Garcia; **College Assistant:** Lisa Sanchez

Department Chair: Dr. Limor Pinhasi-Vittorio

limor.pinhasi-vittorio@lehman.cuny.edu

Department Website:

<https://www.lehman.edu/academics/education/counseling-leadership-literacy-special-education/>

Counselor Education Website: <https://www.lehman.edu/academics/education/counseling-leadership-literacy-special-education/Graduate-Programs/Counselor-Education/>

Office of Graduate Studies

Shuster Hall Room 279 Phone: 718-960-8972

Website: <https://lehman.edu/graduate-studies/>

Director: Takiyah Ali takiyah.ali@lehman.cuny.edu

Lehman's Mission, Vision, and Mission Statements

Mission

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

Vision

Lehman College will be a nationally recognized leader in educational attainment and the expansion of knowledge through innovative curriculum and pedagogy, original research and scholarship, and enhanced digital solutions. The College will be a model of engaged citizenship and a leading force for a more just and sustainable world.

Values

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

School of Education Mission Statement

Education holds transforming power - of individuals and society. Our efforts to educate are shaped by these core purposes:

- to understand difference and diversity as foundations for learning and teaching;
- to work collaboratively to create ideas that incorporate and/or represent multiple perspectives;
- to create a place where human relationships are valued and nurtured;
- to create an environment that is responsive to change and need.

Our mission is to facilitate the development of competent, caring, qualified educators.

For more information on the LUTE, click on the following link:

<https://lehman.edu/academics/education/lute/>

Counselor Education Mission Statement

We develop culturally and linguistically competent, ethical, caring, data-informed school and clinical mental health counselors eligible for certification/licensure. 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.

Counselor Education 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 Objectives

Upon completing the Counselor Education: School Counseling program, candidates will acquire the fundamental knowledge and skills to effectively achieve the following objectives, aligned with the 2024 CACREP Standards for Entry-Level Specialized Practice Areas in School Counseling:

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.)

Clinical Mental Health Counseling Objectives

Upon completing the Counselor Education: Clinical Mental Health Counseling program, candidates will acquire the fundamental knowledge and skills to effectively achieve the following objectives, aligned with the 2024 CACREP Standards for Entry-Level Specialized Practice Areas in Mental Health Counseling:

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*).

Diversity, Equity, Inclusion (DEI) Policies

Lehman College provides student inclusion-related activities which seek to promote diversity and health equity knowledge and skills development among CUNY students and alumni in an environment that fosters wellness, inclusion and belonging. For more information visit:

<https://www.lehman.edu/academics/health-human-services-nursing/cuny-institute-health-equity/initiatives/Student-Inclusion/>

Professional Counseling Associations & Opportunities

- American Counseling Association (ACA), ACA-NY
- American College Counseling Association (ACCA)
- Association for Counselor Education & Supervision (ACES), North Atlantic Region ACES (NARACES)
- American Mental Health Counselor Association (AMHCA), New York Mental Health Counselors Association (NYMHCA)
- American School Counselor Association (ASCA), New York State School Counselor Association (NYSSCA)
- Chi Sigma Iota International Counseling Honorary (Tau Chapter at Lehman College; eligibility: 3.5 GPA, recommendation, and completion of at least 9 credits, by invitation). The CSI Advisors are Dr. Tanupreet Suri & Dr. Leo Gonzalez
- Council on the Accreditation of Counseling and Related Educational Programs (CACREP)
- International Association of Marital, Family, and Couple Counselors (IAMFC)
- National Association for College Admission Counseling (NACAC), New York State Association for College Admission Counseling (NYSACAC)
- National Career Development Association (NCDA)

Admission & Matriculation Requirements

Note: The admission deadline is March 15th. Counselor Education only admits students for the fall term.

Admission requirements:

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 populations. These letters should be from persons such as college or university faculty and employers.
4. A current resume.
5. A completed application, including a 1,000-word essay consisting of responses to

questions in the graduate admission online application for the Counselor Education programs.

6. Candidates who satisfy the preliminary admission requirements will be invited to an online group interview.
7. Candidates 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, must submit TOEFL scores.

Matriculation Requirements:

Candidates must meet the following requirements:

- A. Earn a Grade Point Average (GPA) of 3.0 or higher
- B. Complete all fieldwork requirements
- C. Complete all required courses (see Appendix A - School Counseling & Appendix B - Clinical Mental Health Counseling)

Note: Courses are limited to matriculated candidates.

Student Expectations

- **Advising:** candidates meet each semester with their assigned faculty advisor for course permissions; candidates take the same courses at the same time as other members of their cohort.
- **Annual Student Professional Counseling Membership in ACA or ASCA:** American School Counselor Association (ASCA) membership (for School Counseling candidates) or American Counseling Association (ACA) membership (for Clinical Mental Health Counseling candidates) is required for the duration of fieldwork experiences (practicum, internship I, and internship II).
- **Complete Fieldwork (Practicum and Internship)**
 - **Practicum Hours:** 100 hours (40 direct and 60 indirect). If a candidate exceeds this 100-hour minimum, these additional hours cannot count toward their 300-hour internship requirement.
 - **Internship Hours:** 600 hours (240 direct and 360 indirect) over two consecutive semesters (300 hours per semester – 120 direct hours per semester).
 - **School Counseling program-specific requirements:**
 - **Internship hours:** School Counselor candidates must do one

internship at the high school level and one at either elementary or middle school level concurrently or separately.

- **Fingerprinting for fieldwork in public schools** for practicum and internship must be submitted to the Clinical Coordinator as part of application.
- **Complete workshops prior to practicum:**
 - 1) Dignity for All Students Act (DASA),
 - 2) Child Abuse Identification, and
 - 3) School Violence Prevention
- **CUNYFirst** is the student data system, including course permissions, registration, and grades, used in the program.
- **Student Learning and Licensure** is the online software used for managing all clinical placement paperwork and time logs. Candidates must use SL&L to submit required documents, track clinical hours, and obtain necessary approvals from site supervisors and faculty. It is essential to log hours accurately and in a timely manner to ensure compliance with program requirements. Detailed instructions for accessing and using SL&L will be provided during orientation, and ongoing support is available as needed.
- **Ethical and legal conduct:** All candidates conduct themselves in class, online, on-campus, and at fieldwork sites following ACA, ASCA & NACAC codes of ethics. *CUNY Student Bill of Rights* (see below), New York City and New York State laws.
- **Filing for Graduation:** Candidates receive graduation information from the Registrar. Deadlines for submitting graduation applications are listed each semester on the Lehman College academic calendar. Closely monitor the deadlines to apply.
- **Individual Assessment Procedures:** All candidates must access the assessment program (**Student Learning & Licensure**) and upload class artifacts as required. See Appendix E for Key Performance Indicators (KPI's) based on the **2024 CACREP Standards**.
- **Learning Management System:** Brightspace is the learning management system, and Zoom is the platform used for online and hybrid synchronous courses.
- **Orientation attendance:** Mandatory for first-year candidates.
- **Payment of semester fees on time** (course permissions remain valid even if a candidate is dropped for nonpayment).
- **Professional dispositions:** Candidates conduct themselves in person and using digital tools with professional skills and dispositions, including active listening, cultural and linguistic affirmation, effective verbal and written communication, kindness, punctuality, respect, and support for peers, faculty, and site supervisors/stakeholders. (See Appendix C).
- **Registration:** After receiving course permission from the faculty advisor, candidates register and pay online using CUNYfirst.
- **Workshop completion:** Mandated Reporter Training (all programs).

Student Policies and Procedures

Student Retention Policy: Remediation and/or Dismissal from the Program (Academic or Non-Academic)

Each semester, counseling candidates' progress is reviewed by the program faculty. If a candidate is conducting themselves contrary to professional dispositions and/or ACA, ASCA, & NACAC Codes of Ethics either on campus (including courses using digital platforms) or at a fieldwork site, the following procedures will be followed:

- All concerns regarding the candidate will be brought to the attention of the practicum/internship faculty, the clinical coordinator, the candidate's faculty advisor, the program coordinator, and the Counseling, Leadership, Literacy, and Special Education department chair.
- Recommendations will be made by faculty for how the candidate will address and correct the behavior/issue. Appropriate sections of the ACA, ASCA, & NACAC Codes of Ethics will be reviewed with the candidate by the candidate's advisor.
- The faculty advisor will document all meetings pertaining to the candidate and the identified concerns and receive updates on the progress from the faculty and/or site supervisor. The candidate will be advised of concerns and the process that leads to dismissal.
- If the inappropriate behavior/issue is not improved and/or the candidate continues to violate the ethical codes, the Counselor Education faculty will discuss the concerns and behavior, including the input and recommendations of the site supervisor (if appropriate). A decision will be made regarding the need to either remove the candidate from the program or determine a further corrective action plan.
- If a new corrective action plan is developed, the candidate and a faculty member will sign it. Copies will be given to the candidate, the candidate's faculty advisor, the Clinical Coordinator, the Program Coordinator, the Counseling, Leadership, Literacy, and Special Education Department Chair, the Director of Graduate Studies, and the Vice President for Student Affairs.
- If the candidate is to continue in the program with a corrective action plan, the faculty advisor and one additional full-time faculty member will meet with the candidate to present this information. The advisor and one other faculty member will monitor the behavior of the candidate and provide feedback to the candidate.
- If there is uncertainty regarding a recommendation, the program coordinator will consult with the ACA, ASCA, or NACAC ethics committees.

- If the recommendation is that the candidate be dismissed from the program, the faculty advisor and one other full-time faculty member will present the recommendation and the documentation to the Clinical Coordinator, the Program Coordinator, the CLLSE Department Chair, the Dean of the School of Education, the Director of Graduate Studies, and the Vice President for Student Affairs to implement a course of action that follows Lehman College guidelines.

Academic Retention Policy

Candidates must maintain a 3.0 GPA to continue in the program. Failure to do so may result in probation for one semester, during which time the candidate must bring their GPA up to 3.0. However, if a candidate receives an F, they must meet with two Counselor Education faculty to consult about their status in the program.

Academic Appeal Policy (Source: *Lehman College Graduate Handbook*)

The grade appeals process provides candidates with a structured process for addressing concerns about grades they believe are inaccurate or unfair.

The steps involved in appealing a grade are as follows:

1. Contact the course instructor who issued the grade, share your concerns, and determine whether there was a misunderstanding.
2. If the issue is not resolved after discussing concerns with the instructor, the student may then submit a written appeal to the department chair, Counseling, Leadership, Literacy, and Special Education.
3. The appeal should include:
 - a. a detailed explanation of the basis for the appeal
 - b. Supporting documentation (evaluation rubric, course syllabus, graded assignments/tests, and any other correspondence with the instructor)
4. The department chair will review the written appeal, discuss it with the candidate and instructor, and if necessary, seek input from the department grade appeals committee. Upon completion of the review, the chair will make a recommendation.
5. If after the chair's review and recommendation, the issue continues to be unresolved, the candidate may escalate the appeal to the "Academic Standards Committee," submitting all documentation to the committee for review. The committee will review the case, consider input from the candidate's instructor and department chair, and in some cases hold a hearing where the candidate and the instructor present their argument. The committee makes the final decision regarding the grade.
6. Both the candidate and instructor will be notified in writing about the committee's final decision, which is final and binding.

Endorsement Policy: Procedures for Recommending Candidates for Certification, Licensure, and Employment

School Counselor Certifications (Internship, Initial/Initial Bilingual, and Professional/Professional Bilingual)

School Counselors must be certified to practice in the state in which they work. State requirements can be found [here](#).

In New York, all five New York State Education Department (NYSED) school counseling certificates have specific requirements. Candidates must research the requirements both through the state's websites (listed below) and by contacting Lehman College's School of Education Teacher (and School Counselor) Certification Office teacher.certification@lehman.cuny.edu. Lehman College is required by the state to verify specific requirements before recommendations (online verification) can be submitted. After a recommendation is submitted, the state has a final review before approving and issuing the certificate. Everyone must have a TEACH Online Service Account to begin and maintain the certification.

- [TEACH Online Service Account](#) - This account is permanent for the candidate's career as a school counselor. The candidate must periodically update their educational background, personal information, work experience (*after certification*), apply/pay for any certificates, etc.; everything pertaining to state certification. Candidates must have their fingerprints on file in this account.

Internship Certification:

Internship Certification is a temporary optional certificate for candidates in the school counseling program available after 30 credits, including a completed practicum, which can be used to find a full-time job that may include a paid internship. It is only available before graduation.

Requirements:

- Complete 50% of coursework (30 credits) including practicum.
- Show proof of securing a School Counselor position with a letter from the school principal identifying the position and location.
- Apply using the Teach Online Services Account and contact teacher.certification@lehman.cuny.edu for specific requirements. The program

coordinator must sign off on the Internship Certification application.

- Complete mandated workshops (3):
 1. [Child Abuse Identification & Reporting](#)
 2. [School Violence Prevention](#)
 3. [DASA: Anti-Bullying & Discrimination Training](#)

Initial Certification

The [initial certificate](#) is the base entry-level certification all candidates must first obtain **after graduation**. After issuance, it is valid for five years. Candidates who include the Bilingual Extension in their program will apply for the initial Bilingual Extension along with the initial certification in School Counseling.

Candidates must have 60 credits, including semesters of **Practicum and Internship I and II**, by the time they graduate. Candidates should also have the following three mandated workshops completed:

1. [Child Abuse Identification & Reporting](#)
2. [DASA: Anti-Bullying & Discrimination Training](#)
3. [School Violence Prevention](#)

At the end of their last semester, candidates may set up their paid application for the initial School Counselor certificate through their state TEACH Online account by following these instructions: <https://www.highered.nysed.gov/tcert/certificate/apply.html>

When prompted for a program code, use: **41528 [Approved Teacher Preparation Program Pathway]**. *There will be a separate program code for the **Bilingual Extension - 33773**.

After students receive their official graduation approval from the Registrar, they should email the Lehman Certification Office at: teacher.certification@lehman.cuny.edu. The Certification Office will then review their qualifications before a college recommendation can be submitted to the state.

After the state receives the college recommendation submission, they will then conduct their own review. They will check for fingerprint clearance (must have on TEACH account) and the **CST: School Counselor exam (#193)**.

Bilingual Initial Certification:

School Counselor candidates who passed the [BEA exam](#) (candidates need to choose the language for the exam and visit the Pearson testing website to register and schedule the exam), filed the appropriate form with their advisor and graduate studies, and have taken the bilingual extension courses in the summer of their third year are eligible for bilingual certification. After graduation, students should contact the School of Education Teacher and School Counselor Certification Office at teacher.certification@lehman.cuny.edu to request submission for the initial Bilingual Certificate AND the initial School Counseling Certificate.

Professional Certification

Candidates apply for professional certification after three years of full-time experience as a School Counselor. Candidates must have graduated with 60 credits. Candidates are recommended for professional certification through the Lehman College School of Education Teacher and School Counselor Certification office. Email teacher.certification@lehman.cuny.edu after completing three years of school counseling service for the recommendation.

Bilingual Professional Certification

After receiving the professional School Counselor certification, candidates may apply for the professional Bilingual School Counselor extension. As long as the candidate maintains their professional certificate in good standing with the required professional development hours, the professional extension will remain issued.

Clinical Mental Health Counselor Licensure

The program meets all requirements for New York State licensure as a Licensed Clinical Mental Health Counselor (LMHC) <http://www.op.nysed.gov/prof/mhp/mhclhc.htm> and national certification by the National Board of Certified Counselors (NBCC) <http://www.nbcc.org/certification>. Mental Health Counselors must be licensed to practice in the state in which they work. State requirements can be found [here](#).

For specific information on becoming a Licensed Mental Health Counselor (LMHC) in New York, and to locate application forms, please visit <https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>

The practice of Mental Health Counseling and use of the titles "Mental Health Counselor" and "Licensed Mental Health Counselor" or any derivative thereof within New York State requires licensure as a Mental Health Counselor, unless otherwise exempt under the law.

To be licensed as a Mental Health Counselor in New York State, you must:

- Be of good moral character;
- Be at least 21 years of age;
- Meet education requirements (Graduate from a NYS 60-semester hour Licensure-Qualifying program);
- Meet experience requirements (Limited permit which includes practicing under supervision);
- Meet examination requirements (NBCC National Clinical Mental Health Counseling Examination- exam schedules are provided to applicants when you register <https://nbcc.org/exams/ncmhce>); and
- Complete coursework or training in the identification and reporting of child abuse offered by a [New York State-approved provider](#)

Submit an ***Application for Licensure*** (Form 1) and the other forms indicated, along with the appropriate license fee and first registration to the Office of the Professions at the address specified on each form. You are responsible for following up with anyone you have asked to

send the licensing board material.

Please review the [LMHC Checklist](#) (see Appendix D), which outlines all the items required for licensure in New York State.

If candidates are seeking licensure in another state, please refer to that specific state's licensure board for requirements.

Employment

Faculty members may be contacted to serve as references for future employment, including written letters of recommendation, and give suggestions on resumes, cover letters, interviewing strategies, and job search tips. Candidates and alumni are encouraged to make an appointment and use the Lehman Career Services Center with School of Education Career Counselor Ms. Diane Machado <http://www.lehman.edu/career-services/index.php>.

Additional Resources

Career Exploration & Development Center: Free Career Counseling, Cover Letter, Resume, Job Search, and Interviewing Skills and Workshops provided to all students and alumni. Shuster Hall 254, 718-960-8366, <https://www.lehman.edu/student-affairs/career-services/>

Disability Services and Reasonable Accommodations: Lehman College is committed to providing access to all programs and curricula to all candidates. Candidates with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, or email the office at: disability.services@lehman.cuny.edu

Graduate Student Handbook, Graduate Catalogue, and CUNY Student Bill of Rights policies:

- Academic integrity & plagiarism
- Change of program
- Curriculum plan/program of study
- Credit load
- Dual degree/dual matriculation
- e-Permits
- Filing for Graduation

- Grade Point Average Computation
- Grades
- Good Academic Standing & Probation, Immunization
- Incomplete Coursework (INC grade)
- Interruption of Studies
- Late Registration
- Leave of Absence
- Length/Time to Complete Degree (5 years)
- Medical Appeals
- Policy & Procedure Appeals
- Registering for Graduate Courses, Registering for Graduate Courses after Registration Closes
- Repeating Courses
- Satisfactory Progress Grade
- Service Indicators/“STOPS” Preventing Registration
- Transfer of Credits
- Withdrawals from Courses

Note 1: The **Graduate Catalogue** is the official academic record for the program and requirements: [School Counseling](#) and [Clinical Mental Health Counseling](#)

Note 2: The CUNY [Student Bill of Rights](#) outlines the sexual harassment policy and procedures for prevention, intervention, and reporting incidents.

Personal Mental Health Counseling: Free and confidential counseling services are available to all registered Lehman students through the college counseling center located in the Old Gym Room building, room 114. Counseling services are provided by licensed clinicians to the campus community. Students may schedule an intake appointment by contacting the Counseling Center at 718-960-8761 or by emailing counseling.center@lehman.cuny.edu.
<https://www.lehman.edu/student-affairs/counseling-center/>

Technology Resources and Competence: To complete the CE program at Lehman College, candidates will need to have access to a(n)

- Reliable internet connection (i.e., recommended to have downloading speed of 25mbps, upload speed of 3mbps, and ping response of less than 100ms)
- Computer (i.e., PC, Mac, Chromebook, Tablet)
- Webcam and microphone

- Microsoft Office 365
- Lehman 360 app
- Brightspace (learning management system)

Candidates must be proficient using technology and software (spreadsheets, word-processing software, PowerPoint). Contact the Lehman Information Technology help desk to get technology support at help.desk@lehman.cuny.edu

Candidates should have technology proficiency in:

- Basic computer skills
- Sending/receiving email
- Sending and receiving attachments via email
- Using a web browser (i.e., Chrome or Firefox)
- Finding resources through search engines
- Downloading and installing software
- Using browser plug-ins (e.g., PDF reader, video, audio)
- Word processing, presentation software, or other productivity applications
- Experience with varied file formats such as: .pdf "Portable Document Format", .rtf "Rich Text Format", .doc or .docx "Microsoft Word Document", and .txt "Text document"
- Using document scanners and apps to convert work to a PDF file (How to create PDF files and submit them on Blackboard)
- Learning new technology skills

*** Candidates who need a computer or other technology to support them may reach out to the following office:**

Lehman College's **Office of Digital Inclusion**, located in Carman Hall, offers a limited quantity of iPads and Chromebooks to loan to students. If you have general questions about the loaner program, email digital.inclusion@lehman.cuny.edu

Appendix A

School Counseling Plan of Study



Number of Credits in Program: 60

Name:	EMPID:
Address:	Cell:
Email:	GPA:
Number of credits required for degree (60 plus any additional requirements): 60 + =	

Reviewed:

- ☐ current course of study
- ☐ current GPA and academic progress
- ☐ upcoming semester plan of study
- ☐ upcoming semester expectations (trainings, IPE etc.)
- ☐ Disposition Evaluation
- ☐ Field work status (when start/placement status)
- ☐ Communication with clinical coordinator
- ☐ Obtained liability insurance (ACA/ASCA student member)/evidence
- ☐ Upcoming professional activities/conferences/opportunities
- ☐ changes to program/policies or updates
- ☐ readiness for graduation

Notes:

Course Number	Course Description	Year/Sem	Date Planned Sem / Year	Date Completed Sem /Yr / Grade	Comments
EDG 700	Professional Identity in School Counseling	1/Fall			
EDG 701	Counseling Theories & Techniques	1/Fall			
EDG 704	Career Counseling	1/Winter			
EDG 702	Multicultural and Social Justice Counseling	1/Spring			
EDG 705	Group Counseling	1/Spring			
EDG 731	Sexuality Counseling in Schools and Families	1/Summer			
EDG 735	Family Counseling and School/Community Partnerships	1/Summer			
EDG 703	Human Development	2/Fall			
EDG 706	Assessment in Counseling	2/Fall			
EDR 605	Professional Writing for Educators (Elective)	1/2/Fall			
EDG 737	Couples Counseling: Theories and Techniques (Elective)	2/Fall			
EBS 760	The Bilingual Child with Mild to Moderate Learning and Behavior Problems** (Elective)	2/Fall			
EDG 732	Crisis, Substance Misuse, and Trauma Counseling	2/Winter			
EDG 707	Practicum in Counseling	2/Spring			
EDG 739	College Access Counseling	2/Spring			
EBS 701	Issues in Bilingualism** (Elective)	2/Spring			
EDG 734	Bilingual Counseling in Schools and Communities	2/Summer			
EDG 738	Brief Counseling with Children and Adolescents	2/Summer			
EDG 708	Counseling Research, Program Development, and Evaluation	3/Fall			
EDG 743	Internship in K-12 School Counseling 1	3/Fall			
EDS 701	Understanding Individuals with Disabilities	3/Winter			
EDG 709	School/Community Leadership, Advocacy, Collaboration, and Consultation	3/Spring			
EDG 744	Internship in K-12 School Counseling 2	3/Spring			
EDG 736	Parenting in Diverse Family Structures (Elective)	3/Summer			

	Check if complete	Date of Completion
Workshop - Child Abuse Identification		
Workshop - Dignity for All Students Act		
Workshop - School Violence Intervention and Prevention		
Fingerprint Clearance		
Content Specialty Test (CST)- School Counselor		

Student's Signature _____

Date _____

Advisor's Signature _____

Date _____

Appendix B

Clinical Mental Health Counseling Plan of Study



Number of Credits in Program: 60

Name:	EMPID:
Address:	Cell:
Email:	GPA:
Of Number of credits required for degree (60), total completed =	

Reviewed:

- ☐ current course of study
- ☐ current GPA and academic progress
- ☐ upcoming semester plan of study
- ☐ upcoming semester expectations (trainings, IPE etc.)
- ☐ Disposition Evaluation
- ☐ Field work status (when start/placement status)
- ☐ Communication with clinical coordinator
- ☐ Obtained liability insurance (ACA/ASCA student member)/evidence
- ☐ Upcoming professional activities/conferences/opportunities
- ☐ changes to program/policies or updates
- ☐ readiness for graduation

Notes:

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

	Check if complete	Date of Completion
ACA Membership		
Mandated Reporter Training		
Interprofessional Education (IPE)		

Student's Signature

Date _____

Advisor's Signature

Date _____

Appendix C

Professional Dispositions – Key Assessment (2024 CACREP Standards 1.M.4.)

	1	2	3	4
Criteria	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Presents as engaged in the learning process and is enthusiastic about the development of his/her counseling competencies.	Below Expectations/ Unacceptable	Partially Meets Expectation	Meets Expectations	Exceeds Expectations
Demonstrates effective communication skills - clearly explains ideas and thoughts to others.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Supportive toward peers and their learning – offers feedback that is meaningful and constructive and in a kind manner.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Welcomes feedback - responds non-defensively.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Willing and able to interact, cooperate and collaborate with peers, professors, supervisors and other professionals respectfully and effectively	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Expresses genuine	Below Expectations/ Unacceptable	Partially Meets	Meets Expectations	Exceeds Expectations

warmth and kindness.	Unacceptable	Expectations		
Non-judgmental and accepting of others.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Interacts in a professional manner towards supervisors, instructors, peers, and counseling students and clients (includes appropriate dress and attitudes). Able to collaborate with others	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Appears to listen intently others are speaking (e.g. focus of attention is on the person speaking rather than on cell).	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Maintains professional and appropriate boundaries with others	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Demonstrates an understanding of ethical and legal standards. Accepts responsibility for decisions and actions. Maintains academic integrity (assignments are original, text is not plagiarized).	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Demonstrates awareness of the importance self-care and maintains overall wellness.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations

Appendix D

Checklist: Licensed Mental Health Counselor

Complete the forms indicated below in the appropriate column for the type of education you have completed. Submit the forms, or request that they be submitted, to the Office of the Professions at the address at the end of each form. In the space provided on the checklist below, record the date you sent or requested the form to be sent. More information on completing the forms can be found on our web site at <http://www.op.nysed.gov/prof/mhp/mhcforms.htm> for licensure.

Checklist	A. Graduate of a NYS 60-semester hour Licensure- Qualifying program in mental health counseling or a degree in clinical mental health counseling from a program accredited by CACREP under the 2009 standards*		B. Graduate of a master's or higher degree in mental health counseling, determined by the Department to be the substantial equivalent of a NYS Licensure- Qualifying program based on individual transcript review**		C. Limited Permit To request authorization to practice under supervision of a qualified supervisor in an authorized setting while meeting the examination & experience requirements***		D. Endorsement of LMHC license issued in another jurisdiction Licensed as a LMHC in another jurisdiction on the basis of comparable education, supervised experience and examination, as determined by NYSED, and verification of at least 5 years of LMHC independent practice in 10 years prior to application in New York	
	Required	Date Sent	Required	Date Sent	Required	Date Sent	Required	Date Sent
Form 1 Application for Licensure and fee	✓		✓		✓		✓	
Form 2 Certification of Professional Education with Section II, Part A filled out clearly and completely to identify the graduate school and program completed.	✓		✓		Form 2 and supporting documentation for A or B must be received and approved before the Limited Permit can be issued.		✓	
Form 2 Certification of Professional Education and official transcript Have each graduate college/university you attended submit a Form 2 with official transcript and Form 2-INT for supervised internship.			✓					
Course syllabi or other supplementary documentation to determine whether studies meet the substantial equivalence requirements.			✓					

Form 3 Verification of Other Professional Licensure/Certification This form must be submitted directly by the licensing/certifying authority.	Only if you are/were licensed in another jurisdiction		Only if you are/were licensed in another jurisdiction				✓	
Form 4. Applicant Experience Record of supervisor(s) submitting verification of at least 3,000 hours of supervised experience in mental health counseling & psychotherapy in NY or another jurisdiction****	✓		✓					
Form 4B. Certification of Experience for LMHC. Form must be submitted directly by the supervisor. ****	✓		✓					
Form 4E. Endorsement Experience Record of colleagues submitting verification of LMHC practice in another jurisdiction							✓	
Form 4F. Certification of Licensed Experience by colleagues verifying 5 or more years of LMHC practice in another jurisdiction							✓	
Form 5 Application for Limited Permit and fee					✓			
NBCC National Clinical Mental Health Counseling Examination***** after receipt of application, fee & NYSED approval of education.	✓		✓				✓	

* A program must be accredited by CACREP under 2009 clinical mental health counseling standards, including a supervised internship in mental health counseling & psychotherapy. You can access a directory of CACREP accredited programs at www.cacrep.org.

** An appropriately recognized program must be offered by a regionally accredited college or university in the US or be recognized by the appropriate civil authorities of the jurisdiction in which the program is offered. School must submit transcript and verification of supervised internship in mental health counseling & psychotherapy for review.

*** The permit may be granted for two years; it may be extended for no more than two one-year periods upon submission of a new permit application & permit fee and justification. The permit will only be issued for authorized setting(s) under qualified supervisor(s), as defined in Education Law and Commissioner's Regulations.

**** At least one-half of the supervised experience requirement must be direct client activities, as defined in the Commissioner's Regulations, in the same setting under the authorized supervisor.

***** If you passed the NCMHCE examination in another jurisdiction, you must request a score transfer from NBCC; scores submitted by applicants or jurisdictions are not acceptable. New York will not accept examinations given under non-standard conditions (e.g., ESL arrangements for extra time or translating dictionary); such applicants will have to take the exam under standard conditions. **No other examination is acceptable.**

Links to all forms may be found on our web site at <http://www.op.nysed.gov/prof/mhp/mhcforms.htm> for licensure. Detailed licensure information can be found on our web site at: <http://www.op.nysed.gov/prof/mhp/mhcforms.htm> or contact the Mental Health Practitioner Unit by calling 518-474-3817 ext. 592 or by email at opunit5@nysed.gov.
LMHC Checklist August 20, 2019.docx

Revised 2026

Appendix E

CACREP Foundational Counseling Curriculum Standards:	KEY PERFORMANCE INDICATORS (KPI'S)
A. Professional Counseling Orientation and Ethical Practice: 3.A.1 - 12	F - KPI 1: Students will demonstrate knowledge of counseling history, roles, advocacy, and ethical standards.
	F - KPI 2: Candidates will demonstrate an understanding of credentialing, licensure, policies, career trends, and supervision
B. Social and Cultural Identities and Experiences: 3.B.1. - 11	F - KPI 3: Students will demonstrate an understanding of theories and models of multicultural counseling, social justice, and advocacy and apply them to counseling practices.
	F - KPI 4: Candidates will examine how heritage, cultural identities, values, beliefs, and acculturation experiences shape individuals' worldviews, help-seeking behaviors, and coping mechanisms. They will also explore the impact of historical events, multigenerational trauma, and socio-cultural influences on mental and physical health.
	F - KPI 5: Candidates will demonstrate knowledge of principles of independence, inclusion, self-empowerment, and access to services within and outside the counseling relationship and apply professional guidelines related to social justice, advocacy, and working with diverse populations, including the role of religion and spirituality in psychological functioning.
C. Lifespan Development: 3.C.1-13	F - KPI 6: Candidates will demonstrate knowledge and application of major theoretical concepts in human development across the lifespan, including individual, family, and cultural identity development. Identify changes and experiences across the lifespan, applying learning, personality, and resilience models to personal growth. Evaluate the influence of biological, neurological, and environmental factors, as well as the impact of relationships, psychosocial adjustment, sexual development, and crisis responses on overall wellness.
D. Career Development: 3.D. 1 - 12	F - KPI 7: Candidates will demonstrate knowledge of career development theories, decision-making models, and the impact of work on life roles. They will apply strategies for career assessment, labor market research, and workplace evaluation. Additionally, they will develop

	culturally responsive career planning, employment advocacy, and skill-building interventions while addressing postsecondary readiness, access to opportunities, and ethical considerations in career counseling.
E. Counseling Practice and Relationships: 3.E. 1 - 15	F - KPI 8: Candidates will demonstrate knowledge of counseling theories, case conceptualization, and consultation strategies while applying critical thinking and clinical reasoning in client interactions. They will integrate technology, ethical considerations, and culturally responsive approaches in establishing and maintaining counseling relationships. Additionally, they will implement goal setting, collaborative decision-making, and evidence-based interventions that are developmentally and culturally appropriate. Demonstrates ethical practice by maintaining professional boundaries, upholding confidentiality, ensuring informed consent, and integrating ethical considerations into counseling, case management, and treatment planning.
	F- KPI 9: Candidates will demonstrate proficiency in record-keeping caseload management and referrals to promote client independence, wellness, empowerment, and community of engagement with community resources. They will develop core counseling skills, interviewing, attending, listening, and facilitation techniques while developing a personal counseling model based on theory and research.
	F - KPI 10 Candidates will demonstrate competence in crisis intervention, trauma-informed care, and community-based disaster response, with knowledge of suicide prevention strategies, risk assessment, and appropriate interventions, alongside an understanding of the classification, effects, and indications of commonly prescribed psychopharmacological medications for comprehensive client care.
F. Group Counseling and Group Work. CACREP Standards Addressed: 3.F.1 - 10	F - KPI 11: Candidates will demonstrate proficiency in group counseling by applying theoretical foundations, managing groups, and integrating theory to enhance group effectiveness. Effectively leads groups using culturally responsive, developmentally appropriate, and ethical strategies. Utilizes appropriate group formation methods, technology, and setting-specific approaches while adhering to legal and professional standards. Gains direct experience as a group member to deepen understanding of group processes.
G. Assessment and Diagnostic Processes CACREP Standards Addressed: 3.G.1 - 17	F - KPI 12: Candidates will demonstrate proficiency in selecting, administering, and interpreting assessments using standardized and non-standardized methods while considering reliability, validity, and statistical principles. Applies culturally sustaining and developmentally appropriate assessment strategies for diagnostic and intervention planning. Adheres to ethical and legal guidelines in conducting assessments across academic, career, personal, and social contexts, utilizing environmental assessments, structured interviews, and diagnostic classification systems to inform clinical decision-making.

H. Research and Program Evaluation Standards Addressed: 3.H.1 - 11	F - KPI 13: Candidates demonstrate the ability to critically evaluate and apply research to inform counseling practice, assess the effectiveness of interventions, and program evaluations. Integrating qualitative, quantitative, and mixed-methods research articles while adhering to ethical, legal, and culturally responsive standards in data collection, analysis, and reporting to enhance client outcomes and professional practice.
	Key Performance Indicator(s) for skills and knowledge – School Counseling
CACREP Standards Addressed: 5.H.1 - 3	SC KPI 1: Candidates demonstrate knowledge and application of school counseling models, comprehensive career development, and school-based collaboration.
CACREP Standards Addressed: 5.H.4 - 14	SC KPI 2: Candidates design and evaluate school counseling programs, advocate for equitable student outcomes, and implement evidence-based, trauma-informed, and culturally sustaining interventions and consultation.
CACREP Standards Addressed: 5.H.15 - 19	SC KPI 3: Candidates apply leadership, consultation, and crisis management strategies while implementing evidence-based and culturally sustaining interventions to support academic achievement, increase promotion and graduation rates, facilitate school and postsecondary transitions, and promote equitable access to postsecondary education opportunities for all PK-12 students
	Key Performance Indicator(s) for skills and knowledge – Clinical Mental Health Counseling
CACREP Standards Addressed: 5.C.1, 2, 4 & 5	CMH KPI 1: Candidates demonstrate proficiency in conducting intake interviews, mental status evaluations, biopsychosocial assessments, and psychological assessments to inform treatment planning and caseload management. They apply diagnostic frameworks to develop individualized, evidence-based interventions and coordinate appropriate referrals within the continuum of care.
CACREP Standards Addressed: 5.C.3, 6 & 7 - 9	CMH KPI 2: Candidates demonstrate knowledge of legislation, government policy, and ethical considerations in clinical mental health counseling. They develop strategies for working within integrated behavioral healthcare settings, advocating for clients, and navigating legal and reimbursement systems to enhance mental health service delivery.