

**GRADUATE PROGRAM IN COUNSELOR EDUCATION**

**PROGRAM REPORT**

**Prepared by:**

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**2008**

## Counselor Education Program Report

### Program Accreditation Status

The Graduate Program in Counselor Education is in the process of seeking accreditation from CACREP for the Masters degree program in school counseling. After a full review of the self-study materials submitted, the program was approved for an onsite CACREP visit. The team will be coming to campus in April, 2008.

### Students

- In the Fall 2006 semester, 107 students were matriculated in the program and enrolled in classes.
- On May 18, 2006, the following students were invited to present poster sessions on their research and evaluation projects at the LUTE awards ceremony:  
Jessica O'Conner  
Deborah Ashley

In June, 2006 (8) and January, 2007 (2), 10 students graduated from the program:

Melissa Beatty  
Khem Chan  
Dozene Fletcher  
Judith Galarza  
Afsaneh Fartache  
Donna Foster  
Latica Greer\*  
Eileen Houlihan\*  
Norbert Jones\*  
Minoska Romero

\*Members Chi Sigma Iota, Tau Chapter

- On October 21, 2006 a Student Orientation was held in the East Dining Room of the Music Building. This was well attended and informative. Faculty members who presented at the event were Prof. Cipriano, Prof. Deveaux and Prof. Fazal.
- In February, 2007, Lisa DeMauro and Arlene Yiadom, two second year students in the program, were two of 15 national recipients of the Ross Trust Graduate Student Scholarships, administered by the American Counseling Association. This scholarship recognizes academic distinction along with a commitment to volunteer service and desire to work in the K-12 educational environment. They will receive a \$1,000. scholarship, a one-year membership in the American Counseling Association (ACA), and a complimentary registration for the ACA conference.
- On May 17, 2007, the following students were selected to present poster sessions on their

research and evaluation projects at the LUTE awards ceremony:

Lateefah Alston, Jay Corbo, Sam Jarrett

- The following students graduated from the program in June, 2007:  
Deborah Ashley\*  
Elizabeth Butler  
Jennifer Digaetano\*  
Evelia Guzman  
Erin Hill\*  
Jenny Ip  
Brian Lombardo  
Dorothea McIntosh  
Rebecca Mullen\*  
Jessica O'Conner  
Lisa Rhett\*  
Germaine Ruiz  
Jacqueline Thompson  
Jahaira Troche\*  
Keri-Ann Walker

\*Members of Chi Sigma Iota, tau chapter

In the Fall 2007 semester, 106 students were matriculated in the program and enrolled in classes.

- On September 29, 2007, a new student orientation was held in the Faculty Dining Room of the Music Building. Most of the newly matriculated students attended and much information was distributed and provided. Faculty members who presented at the event were Profs. Bouknight, Chen-Hayes, Cipriano, Prof. Deveaux.

The following students are expected to graduate in June 2008:

Ruth Acosta	Deborah McEntee*
Marjorie Allen*	Yahaira Montes
Lateefah Alston-Kamara*	Kimberly Omolaju*
Jinaki Banks	Marisa Passafiume*
Jennifer Carchietta	Melissa Penley*
Ross Cobin*	Stacey Rickman-King*
Jeremiah Corbo	Annia Rivero*
Lourdes Diaz*	Julissa Rosario*
Melissa Harris	Vladimil Ruiz
Samuel Jarrett	Francis Solis
Josette Lloyd*	Sharese Solomon
Thania Made*	Kerri-Ann Wallace*
Diana Matias	Adam Yaeger

\*Members of Chi Sigma Iota, tau chapter

## Curriculum, Program Objectives and Course Offerings

There are no curriculum changes to report at this time. The current curriculum is in alignment with CACREP standards and was approved by the New York State Education Department. A careful review of syllabi is done with every faculty member teaching in the program prior to the commencement of each semester to assess that program objectives are addressed in course syllabi. Careful attention to this area is also included as part of the faculty orientation and every semester faculty members receive a letter from the coordinator indicating the requirement of complying with program and course objectives. Program objectives and curricular offerings are also standing agenda items for the faculty meetings in the fall and the spring. A course on the topic of *Special Education Issues for Counselors* has been discussed and is in the planning stages as an additional course offering. In 2009, the mission statement and the program objectives will be reviewed by program faculty and presented broadly to department and division faculty, students, constituencies, including site supervisors and employers, and other interested parties for feedback. Program faculty and administration remain committed to being in compliance with CACREP standards and to using the standards as a guide.

## Faculty Changes

Effective August, 2006, Prof. Robert Eschenauer resigned from Lehman College. Effective September, 2007, Prof. Minaz Fazal assumed a substitute assistant professor in Counselor Education and, as part of her responsibilities, acted as the Clinical Coordinator of the program for the academic year 2006-2007. She remained on a substitute line for the year 2007-2008, teaching the research and program evaluation sequence. Her CV is on file in the department office. After a national search was conducted, a full time faculty member was hired in September, 2007 for the Counselor Education program. Her name is Tamisha Bouknight and her CV is on file in the department office. She is assuming the role of Clinical Coordinator. Another line was allocated to the program through the CUNY COMPACT III, and after a national search, Laura Roberts was hired as a new member of the Counselor Education faculty, effective September, 2008. Her CV is on file in the department office. Minaz Fazal, who will no longer remain on a Substitute line, will continue to teach the Research and Program Evaluation sequence in the program as an adjunct assistant professor. In the Spring, semester 2007, Prof. Stuart Chen-Hayes was on a fellowship leave as a visiting professor in Taiwan. He returned in the fall, semester 2007. Additional information about faculty members may be found on the department faculty page of the Lehman website.

## Faculty Activities

Following is a sample of some of the scholarly activities of the faculty since the summer of 2006:

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

Bouknight, T. (2007) Emerging Leader Nomination by ACES

Pérusse, R., Goodnough, G. E., & Bouknight, T. (2007). Counselor education and educational administration: An exploratory survey of collaboration. *Journal of School Counseling, 5*(24),

Colbert, R., Pérusse, R., Ballard, D., and Bouknight, T. (2006). Developing School Counselor Competencies Within a Leadership Role in Education Reform. In G.R. Walz, & R. Yep (Eds.), *VISTAS: Perspectives on Counseling 2006*. Alexandria, VA: American Counseling Association and Counseling Outfitters/CAPS Press.

Chen-Hayes, S. (2008) Human Rights Award, Association for Multicultural Counseling and Development.

Chen-Hayes, S. (2007). Leader in the Field, Microtraining and Associates

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

Chen-Hayes, S. F. (Spring 2007, invited lecture) "Professional Identity in Counselor Education: School and Community Counseling--Personal and Professional Issues in the USA and Taiwan," in Dr. Ting-Ying Wu's Professional Identity in Counseling class, National Changhua University of Education, Changhua, Taiwan.

Chen-Hayes, S. F. (Spring 2007, invited lecture) "Transforming K-12 School Counselor Identity, Roles, Skills, and School Counseling Programs in Taiwan and the United States: Systemic Change Models, Developing International Dialogue, and Creating Action Plans for Equity." National Changhua University of Education, Changhua, Taiwan.

Chen-Hayes, S. F., & Chen-Hayes, L. T. (Spring 2007, invited lecture) "Unlearning Oppression: Social Justice Equity Awareness, Knowledge, and Skills for School and College Counselors, Educators, and Administrators." National Changhua University of Education, Changhua, Taiwan.

Chen-Hayes, S. F., & Chen-Hayes, L. T. (Spring 2007, invited lecture) "Supporting Taiwan's Same-Gender Couples and Families: Developmental Theory, Narrative Approaches, and Political Action for School and College Counselors, Educators, and Administrators" National Changhua University of Education, Changhua, Taiwan.

Chen-Hayes, S. F. (Fall 2006, invited lecture) "Bilingual School Counseling Programs using ASCA Program Model Audits, School Report Cards, and NYC School Comprehensive

Educational Plans (CEPs) to Close Achievement, Opportunity, and Attainment Gaps" in Dr. Ketrin Saud Maxwell's Bilingual School Counseling Internship class, Long Island University-Brooklyn, Brooklyn, NY.

Chen-Hayes, S. F. (Fall 2006, invited lecture) "Unlearning Oppression: Awareness, Knowledge and Skills for Bilingual School Counselors as Systemic Change Agents" in Dr. Ketrin Saud Maxwell's Bilingual School Counseling Internship class, Long Island University-Brooklyn, Brooklyn, NY.

Deveaux, F. (2008). [Review of Family Behavioral Issues in Health and Illness], *The Family Journal: Counseling and Therapy for Couples and Families* 16, 185-186.

Deveaux, F. (in press). *Teaching and Learning Aesthetic Education: Relevance and Reflection*. April 24, 2007, Aesthetic Education: Expanding Notions of Excellence in K-18 Learning Communities: Queens College, Queens, NY. (with E. Donas and G. Perry- Ryder)

Deveaux, F. (2008). The family life cycle in B. Erford, ed. *American Counseling Association Encyclopedia of Counseling*, Alexandria, VA: American Counseling Association (Accepted)

Deveaux, F. (2006). *Partnership Celebration*, December 7, 2006, Interest Group Facilitator, Division of Education, Lehman College.

Deveaux, F. (2006). *Teaching for Tolerance*. November 7, 2006, Seventh Annual Professional Development School Conference, Moderator, Lehman College, Bronx, NY.

Deveaux, F. (2006). *Teachers and counselors together: Let's get creative*. October 12-15, 2006, North Atlantic Region Association of Counselor Education and Supervision, Lake George, NY.

Deveaux, F. (2006). *Bridging the achievement gap in urban schools: A collaborative approach*. June 26-30, 2006, Cape Cod Institute, American Orthopsychiatric Symposium, Eastham, MA.

Ugoretz, J., Fazal, M., Plaisir, J., Robinson, H., Grasserbauer, D. (2006). *E-portfolios in Teacher Education: Same Questions, Different Answers*. December 1, 2006, Presented at the CUNY IT Conference, New York, NY.

Fazal, M. (2006). *School Counselor's Role in Supporting Parents and Teachers of Children with Autism*. November 30, 2006. Presented at the Lehman Division of Education workshop on Autism Spectrum Disorders, with a special focus on Asperger Syndrome and Implications for Classroom Instruction, Bronx, NY.

## **Advisory Council**

The Counselor Education Program has a wonderful Advisory Council in accordance with CACREP standards. The Council is comprised of members representing current students, educational leaders and employers of our graduates, alumni/ae, site supervisors and important resources to our program in such areas as instructional technology and program evaluation. The Council has a role in evaluating the curriculum, methods of instruction and program

development. The Advisory Council reviews program materials, student performance and evaluation data and makes recommendations regarding program development and program quality. The Advisory Council is able to provide feedback relating to current issues and trends in the New York City Department of Education, the metropolitan New York and surrounding areas and organizational changes and issues relating to the provision of school counseling services. Communication with the Council members occurs generally through email and full Council meetings are held as needed, at least annually. The Spring 2007 meeting was on the same day as the LUTE Awards Ceremony on May 17, 2007. All Council members were invited to the celebration and to the induction of the Counselor Education students into the Tau Chapter of the Chi Sigma Iota International Counseling and Academic Honor Society.

## Professional Development

Throughout the academic year, there are several professional development activities sponsored by the Division of Education that are offered to students, alumni/ae and site supervisors. The 2005-2008 offerings are listed below.

- 3/27/2008            Adolescent Literacy and Hip Hop Culture  
Dr. Donna Alverman
- 11/6/2007            Looking at student work: A Professional Development School (PDS)  
Conference
- 11/29/2008:            Understanding Tourette Syndrome  
Susan Conners, Education Specialist for the national Tourette Syndrome  
Association, INC. Educational materials for on-going professional development in classes were  
also provided.
- 3/28/2007:            Teaching Between the Lesson Plans  
The guest presenter and performer was Dr. Peter Alsop. Peter is a nationally known singer-  
songwriter, educator and humorist with a Ph.D. in Educational Psychology. He is the Director of  
the Harbor Schools Residential Treatment Center for Emotionally Disturbed Adolescents. His  
presentations are participatory and entertaining, exploring difficult interpersonal issues. Dr.  
Alsop models and discusses practical techniques to help clarify the complicated social  
interactions that come up in schools with a focus on social skills development.
- 12/07/2006            Partnership Celebration: An evening of celebrating our school  
partners/supervisors who work with our graduate practicum and internship students. Discussion  
topics include counselors and teachers working together collaboratively.
- 11/30/2006            Autism Spectrum Disorders, with a special focus on Asperger Syndrome and  
Implications for Classroom Instruction.
- 11/07/2006            Teaching for Tolerance: A PDS (Professional Development Schools)  
Conference

- 04/25/06            The Division of Education Program on Tolerance:  
Interdisciplinary Teaching and the "Paperclips" Video
- The movie "Paper Clips," a film about the efforts of one middle school and its surrounding community in Whitwell, TN, who engage in study about the Holocaust and create a memorial to the six million people lost in Nazi concentration camps, was shown. This program was appropriately scheduled for April 25<sup>th</sup>, Holocaust Remembrance Day, and the focus of the discussion following the film was on the kinds of interdisciplinary teaching activities that can be developed about tolerance and respect for difference.
- 11/08/05            Supporting Social Emotional Development to Promote Academic Success:  
PDS Conference  
Keynote Speaker: Dr. Jonathan Cohen

## Program Evaluation

Sources of program evaluation include the following:

- Classroom observation of faculty
- Student course evaluations
- Annual evaluation of faculty
- Alumni/ae follow-up surveys
- Site Supervisor/Employer follow-up surveys
- Site supervisor evaluation of practicum and internship students
- Practicum and intern evaluation of sites
- Advisory Council Review and input of constituencies
- Division, Department and program faculty meetings
- CACREP self-study documents

### Classroom evaluation of faculty:

By contract, all adjunct and untenured faculty members are observed by a senior faculty observation panel member every semester. The observations were all satisfactory. After every observation, an observation conference is held, the observation is discussed and a memorandum of the discussion is prepared and signed by both parties. Any areas of recommendation are presented. These observations are part of a faculty member's file. The faculty observation form is on file in the department office.

### Student course evaluation:

Students in all classes complete course evaluations every semester for every course. These evaluations are electronically scored and submitted for tabulation. The results are returned, indicating the department mean, the faculty mean and the faculty mode score on 10 items. Students also have an opportunity to write comments. A summary of teaching evaluations are included in the faculty member's annual evaluation, and they are invited to review the entire package at the conclusion of the semester. The course evaluation form is on file in the department.

### Annual evaluation of faculty

Every year faculty members are requested to submit information regarding their scholarship, teaching and service for the year. The annual evaluation is prepared by the chair of the department (or designee), includes a teaching evaluation chart, and is reviewed at an annual evaluation conference with the faculty member. Recommendations are provided and a record of the conference is made and signed by both parties.

The annual evaluation is part of the record of the faculty member. A copy of the annual faculty evaluation format is on file in the department office.

### Alumni/ae Follow-Up Surveys:

Alumni/ae follow-up surveys are sent to program graduates every January.

The alumni/ae follow-up surveys were sent electronically to 100% of the students who graduated in June 2006, January 2007 and June 2007. Any students who did not respond were sent the evaluation via mail with a stamped return envelope. There was a 70% (7/10) response for June 2006 and January 2007 and 41% (7/17) for June 2007 graduates.

### **FINDINGS:**

Based on their program of study, including coursework, fieldwork experiences and content area courses, following are the results of the survey:

1. In being knowledgeable about the profession of counseling and the specialty of school counseling, the ethics of practice of the profession and the use of the ASCA program model: 8 rated “exemplary” and 6 rated “satisfactory”  
100% rated either “exemplary” or “satisfactory”.
2. In being knowledgeable about and prepared to assess, plan, deliver and evaluate individual, group and career counseling services to a K-12 population: 7 rated “exemplary” and 7 rated “satisfactory”  
100% rated either “exemplary” or “satisfactory”.
3. In being knowledgeable about and prepared to plan, provide and evaluate developmental lessons plans in a K-12 setting: 11 rated “exemplary” and 2 rated “satisfactory”  
100% rated either “exemplary” or “satisfactory”.
4. In having developed multicultural knowledge, awareness and skills to deliver professional school counseling services to a diverse K-12 population: 8 rated “exemplary” and 6 rated “satisfactory”  
100% rated either “exemplary” or “satisfactory”.

5. In being prepared to provide leadership, advocacy, consultation and collaborative services to a K-12 population: 4 rated “exemplary” and 10 rated “satisfactory”. 100% rated either “exemplary” or “satisfactory”.
  6. In being prepared to use research and the uses of technology in needs assessment, planning and program evaluation in addressing students’ academic, social and emotional, career and college and developmental needs: 8 rated “exemplary” and 6 rated “satisfactory”. 100% rated either “exemplary” or “satisfactory”.
  7. In their field based practice in a K-12 setting under on-site supervision were they given the opportunity to develop and practice their counseling skills and provide evidence-based services: 8 rated “exemplary” and 6 rated “satisfactory” and 1 rated “needs some attention”. 93% rated either “exemplary” or “satisfactory”.
  8. In being knowledgeable about the relationship between the school counseling program and the academic and other services in the school, such as the school based support team, and about the role of multiple intelligences, learning styles and differentiated instruction in helping students to achieve success: 8 rated “exemplary” and 6 rated “satisfactory”. 100% rated either “exemplary” or “satisfactory”.
  9. In having developed a professional identity as a counselor with a specialty in school counseling: 9 rated “exemplary” and 5 rated “satisfactory”. 100% rated either “exemplary” or “satisfactory”.
- 100% of the respondents said they would refer someone to the Graduate Program in Counselor Education that they had just completed.

Following are the responses from the program graduates to the question: **What are you most proud of as you think back on your time as a graduate student in Counselor Education?**

*“I survived the rigor of the program. Despite all the setbacks I was able to gain the knowledge and insight into the field of counseling and be equipped for the task/role as a school counselor.”*

*“Lehman College Counselor Education Master’s Program has prepared me very well in working in K-12 public school system.”*

*“I am most proud of the high academic standard and detailed information acquired during my course of study. The class discussions and interactions were beneficial. I think the most rewarding piece for me, is my ability to move beyond stereotype and to be more tolerant towards*

*people whose views and lifestyle differ from mine.”*

*“I am most proud of the knowledge that I have gained about the ASCA model. I am in my second year as a school counselor in NYC it is just now being mentioned at meetings and now it is going to be implemented in the school system. It makes me proud that I am aware of (and therefore not fearful) of the change. As a matter of fact I am anxiously awaiting the change so I can implement more of what the program has taught me. My knowledge will only help me provide accountability for what I am doing. I even volunteered to be part of the team that will implement the model in my region and only did so because I am comfortable that Lehman provided me with the knowledge necessary.”*

*“I think I was proud of being able to do individual and group counseling and organizing developmental lesson plans for students, teachers and parents.”*

*“I am most proud of my knowledge in multicultural counseling. Also, I learned a lot about the ASCA Model and to close the achievement gap.”*

*“Actually I am proud to say that I graduated from Lehman College with a Masters in School Counseling. My experience there was great and I recommend this program to everyone that I meet.”*

*“I think what I am most proud of is that I was actually able to complete the program with all of the other responsibilities in my family! Time management is essential.”*

*“My scholarship, my ability to master the material and the guidance development lessons I developed.”*

*“Although it is very difficult and time consuming, I am most proud of the website I developed and put on the internet.”*

*“The binder of CBO’s I put together. I use it almost everyday.”*

*“Support and encouragement received by staff and students.”*

<p>Following are the program graduate responses to the question: <u><i>What suggestions can you offer that would help to strengthen the program?</i></u></p>
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“It would be great if the program can incorporate a class to teach counselors how to do conflict resolution and peer mediation. Counselors who allow Lehman students to do their internship under their supervision should be given

a free three credit voucher as incentive.”

“I would like to have had more work in working with students with special needs and also understanding how to work with students with multiple intelligence and learning styles.”

“There is the need for more communication between the department and students. Perhaps you could consider a monthly or even semester newsletter that would provide information on changes or other important event.”

“Just based on what I am doing in my current position, I only have two suggestions:

1. More in terms of being a designated reporter for abuse/neglect
2. In terms of diverse populations, including special education, looking at and writing IEP counseling goals.”

“I had difficulty to find sites for internship. I believe the program should have some agreements with several schools to accept interns on a regular basis.”

“Besides using the ASCA Model as the backbone of the program, the program should be more conscious of the reality of counseling in our schools. In other words, the program should incorporate more real life situations that appeal to the students in the program.”

“Maybe offer some of the required classes that they offer during the summer to also offer them during the school year. I feel that many students can not get time off from their jobs during the summer time to get the classes that they need. It is kind of difficult sometimes for students to try and negotiate with their employers about taking some time off for their classes. Some employers give them a difficult time due to this.”

“In addition to coursework and fieldwork the program should incorporate workshops or presentations from people in the field. More focus on counseling techniques.”

“Make everyone aware of what is needed to be state and city certified. Make certification questions and process easier”

“I would suggest that there be one more full time professor.”

“I would like to see more fieldtrips and guest speakers brought into the curriculum. In the Drug/Alcohol class we had a guest speaker who was a recovering addict. I think these experiences still stand out in my mind.”

These findings, although the N is small, are consistent with the data on the Division of Education’s LUTE survey administered in the spring of 2006. Counselor Education

students were disaggregated from the unit as a whole and are reported as follows:

**Spring 2006 LUTE Summary Data on Professional Knowledge and Skills  
of Counselor Education Candidates**

Item	Rating (N=28)
My education courses prepared me to....	
Be sensitive to learning differences	1.36
Work with parents	1.59
Work with community partners	1.67
Work with school personnel	1.61
My education courses...	
Integrated technology	1.93
Overall ed program prepared me to work effectively in urban schools	1.54

1=strongly agree; 2=agree; 3=disagree; 4=strongly disagree

### Follow-up based on evaluation data

We are proud of the accomplishments to date in the program, and have integrated students' feedback into coursework and other aspects of the program. In 2007 in the Assessment class, the lecture and discussion materials specifically pertaining to special education including the IEP (the Individualized Treatment Plan), multiple intelligences and diverse learning styles were added as part of the course. The facilitation of practicum and internship placements has been addressed with the hiring of a new full time faculty member who has assumed the role of Clinical Coordinator. We now maintain a book of prospective Practicum and Internship sites. This resource book includes the site evaluations by the faculty and the contact information of the site supervisors. The site evaluations of the students are maintained by the Clinical Coordinator and used as a part of site evaluation. To improve communication with students we post current information on our bulletin boards and have increased our use of email to deliver news to students. We have hired one new full time faculty member and another full time faculty member has been hired to begin in September, 2008. Both are counselor educators. Regarding informing students about the certification process, we include information about the credentialing process in both the Student Handbook and the Practicum and Internship Manual. This information is also covered in the New Student Orientation, and a web address is posted on the Counselor Education Bulletin Board. We will continue to compile data and use all our sources of evaluation to assess our program delivery, objectives and mission.

### Site Supervisor/Employer follow up surveys

Site Supervisor/Employer Evaluation forms are sent to supervisors and employers of program graduates every April.

Site Supervisor/Employer Evaluation forms were sent to a sample electronically. Due to the limited response, an onsite evaluation form may be delivered when faculty members visit the schools.

## FINDINGS:

The results, reflecting 3 responses, are as follows.

-100% rated the counselor as either exemplary or very satisfactory (1,2) in being knowledgeable about the profession of counseling and the specialty of school counseling, the ethics of practice of the profession and the use of the ASCA program model.

-100% rated the counselor as very satisfactory or satisfactory (1, 2) in being knowledgeable about and prepared to assess, plan, deliver, and evaluate individual, group and career counseling services to a K-12 population.

-100% rated the counselor as either exemplary, very satisfactory, or satisfactory (1,1,1,) in being knowledgeable about and prepared to plan, provide and evaluate developmental lesson plans in a K-12 setting.

-100% rated the counselor as either exemplary or very satisfactory (2,1) as having developed multicultural knowledge, awareness and skills to deliver professional school counseling services to a diverse K-12 population.

-100% rated the counselor as very satisfactory (3) in being prepared to provide leadership, advocacy, consultation, and collaborative services to a K-12 population.

-100% rated the counselor as either exemplary, very satisfactory, or satisfactory (1,1,1) as being prepared to use research and technology in needs assessment, planning and program evaluation in addressing students' academic, social and emotional, career & college and developmental needs.

-100% rated the counselor as either exemplary or very satisfactory (2,1) in being knowledgeable about the relationship between the school counseling program and the academic and other services in the school, such as the school based support team.

-100% rated the counselor as either exemplary or very satisfactory (2,1) in having developed a professional identity as a counselor with a specialty in school counseling. One respondent added: "*Very much so.*"

\_100% of those who responded found the *Lehman College Practicum and Internship Handbook* very satisfactory or satisfactory (1,1).

100% would refer someone to the Graduate Program in Counselor Education.

Here are the responses to the following questions:

Can you suggest any training or supervisory or school counseling related areas in which you would like to receive professional development from us?

*-“I would love to have PD from you. Areas such as identifying and supporting “At*

risk” students, so as to minimize the drop-out rate.”

*-“We need to put together a comprehensive community-based and school-based counseling program with the help of in-school counselors and a local agency. I need my counseling staff to know of such programs, assist with the program design and get clear about such a program structure. Can you help with this?”*

What suggestions can you offer that would help to strengthen the program?

*-“The Lehman college school counseling program is highly accredited. Currently there are two graduates of the program serving on my team, and it is obvious they received the necessary preparation to embark upon this career. I firmly believe the program surpasses many counseling programs being offered elsewhere.”*

Additional comments:

*“Just a bit of self-disclosure, I am a product of the Lehman College school counseling program. With my degree and the wealth of knowledge gained from Lehman, I served my current school with great success for six years as a counselor. After my third year, I decided to pursue a second masters’ in school administration. The position for Assistant principal became available and I was asked by my principal to lead in this capacity. The program at Lehman helped to develop a well-rounded person. Due to the training I received from the school counseling program, pursuing a second masters became extremely easy. My only petition is Lehman continues to carefully screen individuals entering the school program in order to produce highly trained counselors such as the ones that are currently here with me.”*

Site supervisor evaluation of practicum and internship students

It is a program requirement as well as a divisional requirement that any student participating in a supervised practicum or internship must be evaluated by the onsite supervisor. Practicum students are evaluated at the conclusion of the field experience. Interns are required to have both a formative and a summative evaluation by their onsite supervisor. No grades are issued until the confidential evaluations are received. The evaluations are maintained in the office of the Clinical Coordinator.

Practicum and intern evaluation of sites

Part of the requirements of participating in practicum and internship is that all students must complete and submit an evaluation of the site. These are reviewed by the Clinical Coordinator and when a site appears questionable, the student report is compared with the faculty member’s evaluation of the site. The program faculty then reassess the site and a subsequent site visit by a faculty member will be planned to ascertain the suitability of the site or if remedial consultation is possible.

CACREP self-study documents

A compilation of 8 volumes of self-study materials were submitted to the CACREP office for review. These materials were submitted to 4 outside reviewers and based on the review, the Counselor Education program was approved for an onsite evaluation for CACREP accreditation. This reflects that the program, with the support of the department, the division and the college, was able to move to the next level in being assessed for meeting or exceeding the national standards set by CACREP.

## DISTRIBUTION AND USE OF EVALUATION IN PLANNING

The Counselor Education Program Report is distributed electronically to the Counselor Education students in the program, to program and department faculty members, to administrators, and to the Advisory Board which is comprised of site supervisors, employers, alumni/ae, educational leaders and experts in the field. The Program Report is also posted on the Department webpage. In addition to the data included above, additional feedback is encouraged and a planning group meets to develop appropriate responses. The evaluation materials are used for program and course development, resource acquisition, faculty, student and site supervisor mentoring and professional development.

Program faculty, students, alumnae, site supervisors, employers, administrators and interested and involved parties are viewed as welcome collaborators in program development. In addition to what was reported above, the new course, *EDG 745: Special Education Topics for Counselors*, has been developed and will be offered in direct response to input from evaluations of alumnae. The program coordinator reviews all teaching evaluations and makes appropriate recommendations as needed. Course content is consistently discussed at regular program and department faculty meetings. Current student records are reviewed at a minimum of once per semester and faculty members and advisors confer regarding student progress and the appropriateness of recommendations and referrals. Transcripts of students are reviewed by the program coordinator in order to make recommendations regarding an invitation into the Chi Sigma Iota, tau chapter, of the International Counseling Honor Society. Alumni/ae evaluations include an assessment of job placements and over 80% of our graduates have been placed in professional school counseling positions. At least twice each year, our technology and assessment needs are discussed with appropriate college personnel to ensure that all appropriate resources for the program can be ordered. As a result of such evaluation our state-of-the-art counseling lab is being equipped with 3 additional Apple computers, resources related to special education issues for counselors have been purchased, and additional funds have been requested and granted for the purchase of assessment software.

## WITH APPRECIATION

As we continue to develop as a professional school counseling program, we thank everyone who has been a part of our growth and who has participated in some way toward our attaining the highest standards of the profession. We look forward to working with you in the future and to having a positive impact on the lives of students in our schools through our efforts as

professional counselors.