



Counselor Education

**COUNSELOR EDUCATION PROGRAM
SCHOOL OF EDUCATION**

**PROGRAM ANNUAL REPORT
AUGUST 2026**

ANNUAL REPORT: AY 2025–2026

Welcome to the Louisiana State University - New Orleans, Counselor Education Program Annual Report for Academic Year 2025–2026. During this period, the institution completed its transition from the University of New Orleans (UNO) to Louisiana State University - New Orleans (LSU New Orleans) as part of the transfer of institutional governance from the University of Louisiana System (UL System) to the Louisiana State University and Agricultural and Mechanical College System (LSU System), effective July 1, 2026. The transition involved a change in institutional governance and did not alter the structure, curriculum, degree requirements, or clinical training expectations of the Counselor Education Program.

Each year, the Counselor Education Program prepares an annual report that provides a comprehensive overview of program evaluation and continuous improvement activities. The report summarizes assessment of program objectives, feedback from graduates, site supervisors, and employers, curriculum and program modifications, and other significant programmatic developments. The annual report is made available to program stakeholders and the public through the Counselor Education Program website: [Counseling Graduate Programs | LSU New Orleans](#)

The Counselor Education Program at LSU New Orleans is guided by its mission statement:

The Counselor Education Program at LSU New Orleans has been recognized by the University as a Program of Distinction. The program prepares exemplary graduates to serve in a variety of positions in community mental health and school settings (Master's level) and as counselor educators, supervisors, administrators, and researchers (Doctoral level).

We establish expectations for a rigorous intellectual climate and provide a supportive environment for a diverse student body to grow and develop personally, interpersonally, clinically, and professionally. We prepare graduates who:

- *Possess a clear and consistent awareness of themselves and their impact on others;*
- *Acquire knowledge and skills to practice effectively and ethically;*
- *Excel as practitioners and practice life-long learning;*
- *Provide leadership to the community and advocate on behalf of clients and their communities;*
- *Value professional integrity and diligence;*
- *Commit to compassionate service to humanity and foster the growth, development, and wellness of individuals and communities at the local, state, national, and international levels.*

The Counselor Education Program offers a Master of Education (M.Ed.) in Counselor Education, with concentrations in Clinical Mental Health Counseling and School Counseling, as well as a Doctor of Philosophy (Ph.D.) in Counselor Education. All three programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates complete the academic preparation required to pursue relevant professional credentials, including the National Certified Counselor (NCC) credential, Licensed Professional Counselor (LPC) licensure in Louisiana, and/or Louisiana school counselor certification, consistent with their concentration.

PROGRAM OBJECTIVES ASSESSMENT

This section summarizes the Counselor Education Program's annual assessment of its program objectives for Academic Year (AY) 2025–2026. The assessment process examines the extent to which established program objectives are being achieved and provides a systematic basis for evaluating overall program effectiveness. Data are collected and analyzed to identify strengths, areas for continued improvement, and priorities for future planning and program development.

The annual program objectives assessment is integrated with LSU New Orleans' broader institutional effectiveness and continuous improvement processes, coordinated through the Office of Institutional Effectiveness and Assessment. The process also supports the University's compliance with institutional effectiveness expectations set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The objectives of the Counselor Education Program are presented below.

Table 1: Program Objectives

Objective 1:	Master's-level students will attain strong theoretical foundations in the core areas of counseling.
Objective 2:	Master's-level students will be able to successfully apply knowledge and skills covered in graduate courses in counseling settings.
Objective 3:	Master's-level students will develop and demonstrate multicultural competence in counseling practice.
Objective 4:	Master's-level students will develop strong identities as professional counselors.
Objective 5:	Doctoral students will acquire and demonstrate skills in advanced counseling practice and counseling supervision.
Objective 6:	Doctoral students will acquire and demonstrate advanced research skills.
Objective 7:	Doctoral-level students will demonstrate knowledge and skills in teaching methods relevant to counselor education.

The findings of the program objectives assessment are summarized in the table below.

Table 2: Program Objectives Assessment Findings

Goals	Outcomes	Measures	Target	Findings
Master's-level students will demonstrate strong theoretical foundations in the core areas of counseling.	Students will demonstrate theoretical knowledge in the core areas of counseling through performance on the program's comprehensive examination.	Counselor Education Comprehensive Exam (CECE)	80% of students who take the CECE will achieve a passing score. A passing score is defined as 60% or higher, mirroring the National Counseling Exam used for Louisiana licensure	95% of the students (19 out of 20 students) earned a passing score on the CECE. The one student who did not pass in Spring 2026 successfully passed their second attempt in Summer 2026.

Goals	Outcomes	Measures	Target	Findings
Master's-level students will successfully apply knowledge and skills covered in graduate courses in counseling settings.	Students acquire strong clinical skills and apply these skills effectively in clinical practice in a community setting.	Clinical Performance Ratings on the Practicum and Internship Evaluation (Rating scale with open-ended questions.)	80% of students will receive a "Meets Developmental Expectations" or higher rating in their clinical performance evaluations while enrolled in EDGC 6897: Internship in Counseling	All students (23 out of 23 students - 100%) earned "Meets Developmental Expectations" or higher in their clinical performance evaluations in Internships I and II as assessed by their site, individual, and group supervisors.
Master's-level students will develop and demonstrate multicultural competence in counseling practice.	Master's level students will develop and demonstrate multicultural competence in counseling practice while enrolled in practicum.	Multicultural Competence Performance Ratings on the Practicum and Internship Evaluation (Rating scale with open-ended questions.)	80% of master's students will earn a "Meets Developmental Expectations" rating for the items assessing multicultural competence while enrolled in EDGC 6896: Practicum in Counseling	92% of the students (12 out of 13 students) met the target behaviors pertaining to multicultural competence in Practicum as assessed by their site, individual, and group supervisors.
Master's-level students will develop strong identities as professional counselors.	Students will develop strong identities and display the dispositions of professional counselors	Personal and Interpersonal Characteristics Scale (The PICS is a 31-item scale, developed internally by faculty based on recommendation in the literature, addressing different professional dispositions and interpersonal behaviors necessary for becoming a counselor.)	80% of the master's students enrolled in EDGC 6440: Advanced Counseling Techniques and EDGC 6896: Practicum will meet the target behavior for professional identity and dispositions as measured by a score of 3 or lower on all 31 items. Lower scores reflect stronger dispositions.	All students in EDGC 6440 (18 out of 18 students - 100%) and EDGC 6896 (13 out of 13 students - 100%) met the target behaviors consistent with the professional identity of a counselor.
Doctoral level students will acquire and demonstrate skills in advanced counseling practice and counseling supervision	1. Students will demonstrate an applied knowledge of counseling theories.	1. Doctoral General Exam - Rubric Rating	1. 90% of student will receive an average rating of 2 (pass) or above on the paper assessing theoretical knowledge for the Doctoral General Exam.	1. All student (6 out of 6 students – 100%) completing the Doctoral General Exam in AY 2025–2026 achieved an average rating of 2 or higher on the paper

Goals	Outcomes	Measures	Target	Findings
	Students will demonstrate ability to provide effective clinical supervision through skills and knowledge of supervision methods while enrolled in EDGC 6810: Supervision in Counselor Education.	2. Doctoral Supervision CACREP Standards Rubric	2. 90% of students will earn an average score of 2 (standard met) or higher on the Doctoral Supervision CACREP Standards Rubric in EDGC 6810: Supervision in Counselor Education	assessing theoretical knowledge. 2. All students (6 out of 6 students - 100%) enrolled in EDGC 6810 in Fall 2025 earned an average score of 2 or higher across the ten supervision competency areas identified in the rubric.
Doctoral-level students will acquire and demonstrate advanced research skills.	Students will acquire and demonstrate advanced research skills in the form of a dissertation of publishable quality.	Dissertation Rubric (The School of Education has developed a rubric that assesses each dissertation. This rubric addresses different components of the dissertation: literature review, methods, results, discussion as well as elements that assess the overall quality.)	90% of students will score an average above 2 (component met) or a 3 (component fully met) on all indicators of the School of Education dissertation rubric for EDGC 7050: Dissertation Research.	All students (7 out of 7 students - 100%) completing EDGC 7050 in AY 2025–2026 scored an average of 2 or higher on all indicators.
Doctoral-level students will demonstrate knowledge and skills in teaching methods relevant to counselor education.	Students will demonstrate knowledge and skills in teaching methods relevant to counselor education while enrolled in EDGC 6991: Doctoral Teaching Practicum.	Doctoral Teaching CACREP Standards Rubric	90% of students will earn an average score of 2 (standard met) or higher on the Doctoral Teaching CACREP Standards Rubric in EDGC 6991: Doctoral Teaching Practicum	All students (4 out of 4 students - 100%) enrolled in EDGC 6991 in AY 2025–2026 earned an average of 2 or higher across the 12 teaching competency areas identified in the rubric.

PROGRAM EVALUATIONS

The LSU New Orleans Counselor Education Program conducts systematic evaluations of its programmatic efforts to assess program effectiveness and inform continuous improvement. As part of this process, the program gathers feedback from key stakeholders, including internship site supervisors, program alumni, and employers of master’s- and doctoral-level graduates. The most recent evaluations of program graduates and employers were conducted between March and April 2026. The findings are presented in this section.

SITE SUPERVISOR EVALUATIONS

Internship site supervisors are regularly invited to evaluate the extent to which the Counselor Education Program prepares students for professional counseling practice. Site supervisor feedback is collected through a program evaluation survey administered upon completion of each student’s internship experience. The survey provides information about supervisors’ perceptions of students’ preparation, professional competencies, and readiness for practice, while also identifying areas of program strength and opportunities for improvement.

A total of 24 site supervisors completed the program evaluation survey in AY 2025–2026. Site supervisors rated how well the LSU Counselor Education Program prepared the interns for experience in the areas identified in the table below, using a 5-point Likert scale, where 5 = Outstanding, 4 = Very Good, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor, and NA = Not Applicable. The supervisors’ ratings ranged from satisfactory to very good in all areas. The results of these evaluations are summarized below.

Type of Fieldwork Site: 22 Clinical Mental Health Counseling, 2 School Counseling

Table 3: Site Supervisor Evaluation of Student Preparation Across Counseling Competency Areas

Preparation for the Counseling Profession	N	Mean Ratings
Content Areas		4.04
1. Multicultural competency	24	4.17
2. Counseling theories	24	4.38
3. Counseling techniques	24	4.38
4. Counseling interventions	24	4.25
5. Group work	23	4.04
6. Diagnosis and treatment planning	24	4.04
7. Crisis intervention	23	3.74
a. Suicide assessment	23	3.74
b. Domestic violence	20	3.68
c. Mandated reporting	23	3.96
8. Research	16	3.75
9. Ethics	24	4.29
10. Practicum	23	4.13
Professional Identity		4.22
11. Ability to work with others	24	4.50

Preparation for the Counseling Profession	N	Mean Ratings
12. Timeliness	24	4.29
13. Ability to complete paperwork	24	4.38
14. Ability to follow policy	24	4.00
15. Continuing education (trainings, conferences, etc.)	21	3.93

Overall, site supervisors evaluated interns' preparation positively, with an overall mean of 4.04 across content areas and 4.22 across professional identity indicators. The strongest ratings were in counseling theories and techniques ($M = 4.38$ each), ethics ($M = 4.29$), ability to work with others ($M = 4.50$), and ability to complete required paperwork ($M = 4.38$), suggesting that supervisors viewed students as particularly well prepared in foundational counseling skills and professional behaviors.

Comparatively lower ratings were observed in crisis intervention ($M = 3.74$), including domestic violence ($M = 3.68$), research ($M = 3.75$), and continuing education/professional development ($M = 3.93$). Although these ratings remained within the satisfactory-to-very-good range, they identify areas that may warrant continued attention in curriculum review and professional preparation.

Site supervisors also rated key aspects of the internship experience based on the extent to which each component supported students' preparation for professional counseling practice. Overall, site supervisors rated the internship processes and supervision positively ($M = 4.13$), with weekly on-site supervision receiving the highest rating ($M = 4.33$).

Table 4: Site Supervisor Evaluation of Internship Processes and Supervision

Preparation for the Counseling Profession	N	Mean Ratings
Internship Aspects		4.13
16. Application process	20	4.10
17. Doctoral level university supervisor	15	3.93
18. Evaluation process	22	4.05
19. Weekly on-site supervision	24	4.33
20. On-site group supervision	19	4.16
21. University group supervision	18	4.11
22. Internship orientation	22	4.24

Strengths of the program included students entering fieldwork well-prepared, professional, and ready to engage in clinical work; strong preparation in counseling skills, ethics, group work, and application of classroom learning to practice; exposure to diverse client populations; supportive and responsive faculty; consistent program expectations and oversight; and effective organization of fieldwork processes, including the use of Supervision Assist.

Areas for improvement included greater preparation for the transition to professional practice, including licensure, career planning, agency/private practice expectations, insurance, documentation, and risk management; additional opportunities to apply diverse counseling theories in practice; reconsideration of fieldwork scheduling during summer and semester breaks; and additional attention to school counseling-specific preparation.

ALUMNI EVALUATIONS

The Counselor Education Program conducts biennial alumni evaluations to assess graduates' perceptions of their preparation and overall program experience. In March 2026, alumni who completed a master's or doctoral degree during AY 2023–2024 and AY 2024–2025 were invited to participate in the program evaluation survey.

A total of 17 master's-level graduates and 4 doctoral graduates completed the survey between March and April 2026. Their feedback provides an important source of information for evaluating program strengths, identifying areas for improvement, and informing ongoing program development. The results are summarized below.

MASTER'S PROGRAM

Program experiences were rated on a five-point Likert scale, where 5 = Outstanding, 4 = Very Good, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor, and NA = Not Applicable. Master's alumni ratings ranged from satisfactory to very good in all areas.

Program Specialty Area: 13 Clinical Mental Health Counseling, 4 School Counseling

Table 5: Master's Alumni Evaluation of Program Experiences, Instruction, and Academic Support

Contribution to Successful Professional Experiences	N	Mean Ratings
<i>Program Aspects</i>		3.90
1. Core courses in the program	17	3.87
2. Foundational courses	17	3.92
3. Electives	17	3.85
4. Individual supervision experience	17	4.15
5. Group supervision experience	17	3.87
6. Field experiences: Practicum	17	4.10
7. Field experiences: Internship	17	4.38
8. Summer course offerings	17	3.51
9. Big Easy seminars	4	3.44
<i>Instruction</i>		3.79
10. Instruction Quality – Regular faculty	17	4.08
11. Instruction Quality – Adjunct faculty	17	3.50
12. Clarity of content of courses	17	3.82
13. Fairness of grading	17	4.10
14. Quality of textbooks used	17	3.69
15. Fairness of comprehensive exam	17	3.53
<i>Academic Support</i>		3.86
16. Helpfulness of advisor	16	4.05
17. Availability of advisor	16	4.03
18. Admissions process	17	3.72
19. Scheduling of courses	17	3.62
<i>Overall Program</i>	17	3.85

Master's alumni rated their program experiences favorably overall ($M = 3.85$), with the strongest ratings for internship ($M = 4.38$), individual supervision ($M = 4.15$), practicum ($M = 4.10$), and core faculty instruction ($M = 4.08$). Comparatively lower ratings were reported for summer course offerings, adjunct faculty instruction, the comprehensive exam, and course scheduling, identifying areas for continued review.

Master's graduates were also asked to rate specific courses based on the extent to which each course contributed to their preparation for professional counseling practice. Master's alumni rated the contribution of core courses to professional preparation favorably ($M = 3.84$), with the strongest ratings for counseling techniques ($M = 4.34$), internship ($M = 4.26$), theories of counseling ($M = 4.16$), and group work ($M = 4.15$). School counseling emphasis courses received particularly strong ratings ($M = 4.41$), while lower ratings were reported for career development and life planning, analysis of the individual, and crisis intervention counseling.

Table 6: Master's Alumni Evaluation of Course Contributions to Professional Preparation

Contribution to Successful Professional Experiences	N	Mean Ratings
Core Courses		3.84
20. Career development and life planning	17	2.92
21. Theories of counseling	17	4.16
22. Counseling techniques	17	4.34
23. Lifespan human growth and development	17	3.77
24. Advanced counseling techniques	17	4.00
25. Telemental health counseling	17	3.56
26. Group work	17	4.15
27. Introduction to multicultural counseling	17	4.03
28. Diagnosis & treatment planning in counseling	17	3.87
29. Analysis of the individual	17	3.38
30. Crisis intervention counseling	17	3.44
31. Educational research	17	3.69
32. Ethical and professional issues in counselor education	17	4.05
33. Practicum in counseling	17	3.95
34. Internship in counseling	17	4.26
School Counseling Emphasis		4.42
35. School counseling	4	4.33
36. Counseling children and adolescents	4	4.50
Clinical Mental Health Counseling Emphasis		3.86
37. Clinical mental health counseling	13	3.59
38. Family counseling	13	4.13

Strengths of the program included knowledgeable, accessible, and supportive faculty; rigorous coursework and strong preparation for practicum and internship; emphasis on ethics, multicultural competence, self-reflection, and professional growth; supportive supervision and peer/cohort relationships; and flexible scheduling.

Areas for improvement included greater preparation for post-graduation licensure, employment, and the business aspects of counseling; more hands-on practice with counseling skills, crisis intervention, case conceptualization, and treatment planning; stronger preparation specific to the realities of school counseling; clearer advising, and expanded course and elective offerings.

DOCTORAL PROGRAM

Four of the eight doctoral graduates who completed the program during the previous two academic years (AY 2023–2024 and AY 2024–2025) completed the program evaluation survey. Respondents rated their program experiences using a five-point Likert scale, where 5 = Outstanding, 4 = Very Good, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor, and NA = Not Applicable.

Table 7: Employer Perceptions of Master’s Graduates’ Professional Readiness

Contribution to Successful Professional Experiences	N	Mean Ratings
<i>Program Aspects</i>	4	4.58
1. Core courses in the program	4	4.75
2. Research sequence	4	4.50
3. Electives	4	4.75
4. Individual supervision experience	4	4.50
5. Group supervision experience	4	4.75
6. Field experiences: Practicum	4	4.75
7. Field experiences: Internship	4	4.75
8. Summer course offerings	4	4.25
9. Big Easy seminars	4	4.25
<i>Instruction</i>	4	4.71
10. Instruction Quality – Regular faculty	4	4.75
11. Instruction Quality – Adjunct faculty	4	4.50
12. Clarity of content of courses	4	4.75
13. Fairness of grading	4	4.75
14. Quality of textbooks used	4	4.75
15. Fairness of general exam	4	4.75
<i>Academic Support</i>	4	4.63
16. Helpfulness of advisor	4	4.75
17. Availability of advisor	4	4.75
18. Admissions process	4	4.50
19. Scheduling of courses	4	4.50
<i>Overall Program</i>	4	4.75

Doctoral alumni reported highly favorable perceptions of their program experiences, with an overall program rating of 4.75. Ratings were especially strong for instructional quality ($M = 4.71$), academic support ($M = 4.63$), and core program experiences ($M = 4.58$), with high scores for core courses, supervision, practicum, internship, advising, course clarity, grading, and the general examination.

Doctoral graduates were also asked to rate specific courses based on the extent to which each course contributed to their preparation for professional roles in counselor education and supervision. Doctoral alumni viewed the curriculum as contributing strongly to their preparation for counselor education and supervision, with high ratings for both core courses ($M = 4.63$) and research tools ($M = 4.57$). Particularly strong ratings were given to practicum, internship, supervision, research seminar, dissertation research, and dissertation support, with dissertation guidance from the major professor receiving the highest rating ($M = 5.00$).

Table 8: Doctoral Alumni Evaluation of Course Contributions to Professional Preparation

Contribution to Successful Professional Experiences	N	Mean Ratings
Core Courses		4.63
20. Advanced counseling theories	4	4.75
21. Supervised experience in group work	4	4.50
22. Doctoral teaching practicum	4	4.50
23. Advanced multicultural counseling	4	4.50
24. Advanced counseling interventions	4	4.25
25. Practicum in counseling	4	4.75
26. Internship in counselor education	4	4.75
27. Advanced supervision in counseling	4	4.75
28. Research seminar in counselor education	4	4.75
29. Dissertation research	4	4.75
Research Tools	4	4.57
30. Qualitative and quantitative research designs	4	4.50
31. Descriptive statistics and inferential hypothesis testing	4	4.00
32. Introduction to qualitative research methods	4	4.75
33. Applied regression and analysis of covariate	0	--
34. Qualitative research data analysis	4	4.75
35. Multivariate statistical and covariance structure analysis	0	--
36. Qualitative research design and writing	4	4.25
37. Dissertation guidance (major professor)	4	5.00
38. Dissertation committee assistance	4	4.75

Strengths of the program included supportive faculty and dissertation committee; comprehensive coursework; the program's high standards; several leadership opportunities; doctoral supervision covering a wide variety of topics (i.e. dissertation, supervision consultation, remediation, job search preparation).

Areas of improvement included excusing doctoral students who are in the final stages of their dissertation from supervision responsibilities; more graduate assistantship opportunities; more assistance to students to begin dissertation writing earlier in the program.

EMPLOYER EVALUATIONS

The Counselor Education Program periodically solicits feedback from employers of recent graduates to evaluate the extent to which program completers are prepared for professional practice and, for doctoral graduates, counselor educator and advanced professional roles. Employer feedback provides an external assessment of graduates' knowledge, skills, professional dispositions, and workplace readiness. Findings are reviewed to identify program strengths and areas for continued improvement and are incorporated into the program's ongoing evaluation and continuous improvement processes.

MASTER'S PROGRAM GRADUATES

Master's program graduates are employed across a variety of clinical mental health and school counseling settings. In March 2026, 19 employers of master's-level graduates from AY 2023–2024 and AY 2024–2025 were invited to complete the program evaluation survey. Four employers

responded. Participating employers represented agency-based settings, primarily addiction recovery centers, and the graduates represented in the responses had been employed at their respective sites for approximately one to two years.

Overall, employers evaluated graduates' professional preparation favorably. Mean ratings were 4.00 or higher in seven of the eight competency areas assessed, with particularly strong ratings for ethical practice and professionalism ($M = 5.00$) and graduates' ability to accept and implement supervision and feedback ($M = 5.00$). Employers also rated graduates highly in their ability to work with others and their commitment to continued professional growth. Research and program evaluation ($M = 3.00$) received the lowest mean rating and represents an area for continued attention.

Table 9: Employer Perceptions of Master's Graduates' Professional Readiness

Graduate's Competence	N	Mean Ratings
1. Skills in counseling individuals and groups	4	4.50
2. Multicultural competency	4	4.00
3. Ethical practice and professionalism	4	5.00
4. Research and program evaluation	4	3.00
5. Ability to work with others	4	4.75
6. Ability to follow policy	4	4.00
7. Ability to accept and implement supervision/feedback	4	5.00
8. Commitment to continuing professional growth	4	4.75

Strengths of the program identified through employer feedback included graduates' counseling skills, strong professionalism and ethical foundations, ability to collaborate effectively with others, receptivity to supervision and feedback, and commitment to continued professional growth.

Areas for improvement included providing additional support for students' transition from graduate education to professional practice, placing greater emphasis on case management, and creating additional opportunities for employers and other community partners to connect with program faculty.

DOCTORAL PROGRAM GRADUATES

Doctoral program graduates are employed in a range of professional settings, including colleges and universities, community agencies, and private practice. Two employers of doctoral graduates from AY 2023–2024 and AY 2024–2025 completed the program evaluation survey. The graduates represented in the responses had been employed at their respective sites for approximately one year. Employer feedback indicated strong preparation across the professional roles assessed. Ratings ranged from Very Good to Outstanding, with the highest ratings in supervision, collaboration, professionalism and ethics, and commitment to continued professional growth.

Table 10: Employer Perceptions of Doctoral Graduates' Professional Readiness

Graduate's Competence	N	Mean Ratings
1. Teaching	2	4.50
2. Supervision	2	5.00
3. Leadership	2	4.00
4. Research	2	4.00

Graduate's Competence	N	Mean Ratings
5. Counseling practice	2	4.00
6. Ability to work with others	2	5.00
7. Professionalism and ethics	2	5.00
8. Commitment to continuing professional growth	2	5.00

Strengths of the program identified through employer feedback included the program's high standards of preparation and graduates' strong competence in supervision, collegiality, professionalism, and commitment to professional development.

No specific **areas for improvement** were identified in the qualitative employer feedback.

PROGRAM MODIFICATIONS AND OTHER CHANGES

The following program modifications and other programmatic developments were implemented or advanced during academic year 2025–2026 as part of the Counselor Education Program’s ongoing commitment to curricular responsiveness, instructional quality, student success, and alignment with the 2024 CACREP Standards.

The program expanded elective opportunities available to master’s-level students through the addition of *EDGC 6469: Introduction to Sexuality Counseling* and *EDGC 6993: Introduction to Expressive Arts*. These electives were added to provide students with opportunities to pursue specialized areas of professional interest and to broaden their preparation for work with diverse clients and presenting concerns. The addition of these courses did not alter the required master’s-level curriculum or total degree credit hours.

The program also introduced accelerated 8-week scheduling within the regular 16-week fall and spring semesters for a limited number of courses. Courses currently offered in this format include *EDGC 6445: Telemental Health Counseling*; *EDGC 6630: Analysis of the Individual*; *EDGC 6830: Counseling Children and Adolescents*; *EDGC 6850: Ethical and Professional Issues in Counselor Education*; *EDGC 6993: Introduction to Expressive Arts*; and *EDFR 6700: Educational Research*. The use of an 8-week format is not new to the program, as all courses offered during the institution’s summer term are delivered over an 8-week period. This more recent modification extends this scheduling structure to selected courses during the regular academic year. The 8-week format does not change course credit hours, curricular content, learning outcomes, or the CACREP standards addressed and assessed in these courses.

The accelerated scheduling structure was implemented to provide greater flexibility in course sequencing and student progression. In addition, offering selected courses in consecutive 8-week sessions allows students to focus on fewer courses at one time while maintaining steady progress toward degree completion, which may be particularly beneficial for graduate students balancing coursework with employment and other personal and professional responsibilities.

The program also made several grant-supported enhancements to instructional and clinical training spaces. A newly designated conference room was equipped with a 65-inch smart television to support meetings, instruction, presentations, and collaborative activities. The program’s playroom was substantially enhanced through the purchase of an expanded collection of miniatures for sand tray work and new storage shelving, culturally diverse and career-related puppets, children’s books addressing mental health topics, and therapeutic games. These resources strengthen opportunities for experiential instruction, particularly in courses involving work with children, play-based interventions, and expressive approaches. Additional grant funds were also designated for continued enhancement of the program’s counseling lab and related instructional resources.

As part of the institution’s transition to the LSU System, the program also updated its branding and communication materials to reflect the LSU New Orleans name. These updates included program documents, recruitment and informational materials, and other public-facing resources to ensure consistency with the university’s new institutional branding.

Throughout AY 2025–2026, program faculty continued to monitor and refine the master’s and doctoral curricula, assessment processes, and program evaluation activities to ensure alignment with the 2024 CACREP Standards. Faculty reviewed course content, standards mapping, student learning measures, and program-level assessment processes to confirm that applicable curricular standards and

associated student learning outcomes continued to be appropriately addressed and assessed. This work reflects the program's ongoing commitment to systematic curricular review, assessment, and continuous improvement under the 2024 CACREP Standards.