



CLINICAL MENTAL HEALTH COUNSELING PROGRAM

ANNUAL REPORT 2025-2026

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Clinical Mental Health Counseling Program 2025-2026 Annual Report

Jacksonville University Clinical Mental Health Counseling Program Overview

The Clinical Mental Health Counseling Program requires 60 semester credit hours completed through a structured, full-time, two-year sequence. The program of study is posted on the Jacksonville University's School of Applied Health Sciences website, accessible through the Graduate School site, and available on the CMHC Blackboard page. Students follow a fixed schedule in which core courses meet one day per week face-to-face from 12:00–5:45 PM and 2:00–7:45 PM, with alternating weeks delivered online in a hybrid format. During the first two semesters, students enroll in 12 credit hours (four courses) each term. Community based clinical training begins in Fall of Year 2 and continues through Spring and Summer, with students taking three courses per semester, including the required clinical field experience course. All students take marriage, couples and family systems focused courses that allow students to meet the educational requirements for LMFT and/or LMHC licensure in the state of Florida after graduation.

Introduction

This CACREP annual report developed by the Clinical Mental Health Counseling faculty at Jacksonville University provides a concise overview of program evaluation outcomes for the 2025–2026 academic year. It highlights the program's achievement of key academic quality indicators; documents curriculum modifications and program improvements informed by ongoing assessment and outlines significant program changes implemented during this reporting period. The following data was obtained from program records, graduate surveys, the Center for Credentialing and Education (CCE), ELC (formerly Tevera), and reports from the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

JU CMHC Program Overview

The Master of Science in Clinical Mental Health Counseling (CMHC) at [Jacksonville University](#) is a two-year, full-time hybrid program designed to prepare students for professional counseling licensure. During the 2025-2026 academic year, there were six full-time core faculty who are active in course delivery and student mentoring, as well as provide leadership in other aspects of the program:

Dr. LaTonya Summers, Associate Professor and Department Chair

Dr. Ne'Shaun Borden, Associate Professor, Program Director, and CACREP Liaison

Dr. Seneka Gainer, Assistant Professor and Clinical Director

Dr. Kelley Holladay, Associate Professor

Dr. Michelle Ellis, Associate Professor and Clinical Director

Dr. Natalie Indelicato, Professor

CACREP 2025-2026 Vital Statistics: Program/Student Outcomes Data

Master of Science in CMHC	Number of Students in the Entering Cohort (2 years prior to anticipated completion date)	Number of Students from the Cohort who Completed 2-year program	2-year Completion Rate	Total Number of Graduates during the Academic Year
AY 25-26	48 (2024)	37	77.08%	39
AY 24-25	44 (2023)	38	86.36%	39
AY 23-24	45 (2022)	40	88.89%	40
AY 22-23	48 (2021)	33	68.75%	35

**Master of Science Degree in Clinical Mental Health
Counseling Current Model Program**

Semester 1 (Fall) 12 credit hours

MHC 501: Human Growth and Development (3 credit hours)

MHC 502: Legal, Ethical, and Professional Standards (3 credit hours)

MHC 503: Counseling Theories and Practices (3 credit hours)

MHC 504: Introduction to Counseling Skills and Practice (3 credit hours)

Semester 2 (Spring) 12 credit hours

MHC 505: Behavioral Research and Evaluation (3 credit hours)

MHC 506: Diagnosis and Treatment of Psychopathology (3 credit hours)

MHC 507: Group Theories and Practice (3 credit hours)

MHC 509: Social and Cultural Foundations in Counseling (3 credit hours)

Semester 3 (Summer) 9 credit hours

MHC 508: Individual Evaluation and Assessment (3 credit hours)

MHC 510: Career and Lifestyle Assessment in Counseling (3 credit hours)

MHC 604: Addictive Behaviors Counseling (3 credit hours)

CPCE (Counselor Preparation Comprehensive Examination) This exam is required.

Semester 4 (Fall) 9 credit hours

MHC 601: Community Based Counseling (3 credit hours)

MHC 605: Family Systems: Theories & Practice of Marriage and Family Therapy (3 credit hours)

MHC 603: Clinical Practicum (100 contact hours) (3 credit hours)

(Winter) MHC 999: Group supervision (0 credit hours)

Semester 5 (Spring) 9 credit hours

MHC 602: Counseling Children and Adolescents (3 credit hours)

MHC 511: Human Sexuality Counseling (3 credit hours)

MHC 606: Internship I (300 contact hours) (3 credit hours)

NCMHCE (National Clinical Mental Health Counselor Exam). This exam is NOT required for graduation but is required for Florida state licensure. All graduates are encouraged to take this exam the semester before or shortly after graduation.

Semester 6 (Summer): 9 credit hours

MHC 607: Family Systems: Couples Therapy (3 credit hours)

MHC 608: Counseling Military Families (3 credit hours)

MHC 609: Internship II (300 contact hours) (3 credit hours)

Academic Quality Indicators

A. Program Mission Statement

The Clinical Mental Health Counseling program at Jacksonville University's School of Applied Health Sciences prepares professional counselors to serve effectively in today's diverse, community-based and technology-integrated mental health settings. With an emphasis on academic rigor and ethical practice for the purpose of developing an effective counseling workforce, JU CMHC fosters a fair and adaptive learning environment that reflects the global mental health landscape.

B. JU CMHC Program Objectives

The CMHC program is upheld by eight key objectives stated in each syllabus, on our program website, and outlined below. These program objectives guide all instruction and assessment. We work to ensure that upon graduation our students demonstrate mastery toward (a) counseling discipline knowledge, (b) clinical skills and competence, and (c) professional dispositions (counselor identity and ethical reasoning). The program aims to:

1. Foster students' ability to monitor personal reactions to clients and peers while assessing interpersonal impact on others.
2. Create opportunities for students to demonstrate holistic and multicultural skills in working with diverse populations across the human life span.

3. Support students while highlighting the interactive dynamics in a household and among extended family and society as individuals' developmental needs align or conflict with each other.
4. Encourage students to contribute to the profession in a unique and specialized manner.
5. Encourage students to demonstrate the ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.
6. Foster students' applications of evidence-based practices in the treatment planning and counseling processes.
7. Enhance students' ability to apply ethical standards in mental health counseling research and practice.
8. Provide opportunities for students to accurately interview, assess, and identify clients' problems.

Individual and Aggregate Student Assessment Data (Knowledge, Skills, Professional Dispositions)

In alignment with the 2024 CACREP Standards, JU CMHC faculty members systematically engaged in ongoing student assessment and program evaluation activities to monitor individual and aggregate student progress and professional dispositional development.

Aggregate student and program assessment data are analyzed once per year in the summer to inform program modifications for the following academic year, as well as to communicate to program stakeholders in the annual report. Aggregate program and student data that is analyzed by the faculty include student CCS-R scores, DOLPHINS disposition rubrics, CPCE scores, IDEA reports, employer, alumni, and site supervisor surveys.

In Spring 2026 (year 1, semester 2), faculty conducted a comprehensive individual dispositional review of first-year students using the DOLPHINS rubric. This rubric evaluates core professional competencies, including discernment and dedication to the field, openness to feedback, flexibility and adaptability, lifelong learning, professionalism, cultural humility, and counselor identity, self-awareness, and integrity.

Faculty advisors met individually with advisees to review faculty feedback. Students falling below established dispositional thresholds outlined in the JU CMHC Student Handbook were placed on a Student Support Plan (SSP), providing a structured opportunity for the program to retain students by remediating professional and personal dispositions.

In Spring 2026 (year 2, semester 5), faculty convened to review professional and personal dispositions progress for second-year students using the Counselor Competency Scale-Revised (CCS-R). The faculty's CCS-R ratings were recorded into ELC (formerly Tevera). Clinical

directors notified students regarding their faculty' CCS-R and qualitative feedback, required student signatures, and offered optional feedback review meetings.

Furthermore, all second-year students received formative and summative midterm and final CCS-R feedback from site supervisors across all fieldwork semesters (Fall 2025—year 2, semester 4, Spring 2026—year 2, semester 5, and Summer 2026—year 2, semester 6), ensuring continuous individual tracking of clinical competencies and professional dispositions in field settings.

Knowledge and Skills: The JU CMHC Academic Quality Indicators and Key Performance Indicators (KPI) were established to monitor and analyze aggregate student success across CACREP core areas and professional dispositions, ensure a diverse and inclusive learning community, support successful fieldwork experiences, and track graduate outcomes in alignment with Standard 2.E. of the CACREP Standards. CMHC faculty members are responsible for monitoring student academic performance within the courses they teach, with all CACREP core and program-specific standards intentionally mapped to designated courses in the program of study.

As outlined in the program evaluation plan, faculty developed standardized rubrics and evaluations for each CACREP core area, establishing an 85% minimum aggregate threshold to determine program effectiveness. Students completed the required assessments, which were scored by course instructors. Faculty maintained and aggregated records of these results to evaluate whether the program met its established minimum percentage thresholds for overall student success.

All students receive written evaluation, scored rubrics, and feedback directly within ELC (formerly Tevera) upon grade publication, providing clear communication regarding their progress toward acquiring core CACREP competencies, using standardized criteria such as 2 = Exceeds Target, 1 = Meets Target, and 0 = Does Not Meet Target.

While all students receive systematic assignment-level feedback, direct individual faculty advising is triggered when a student does not meet the established KPI benchmark (e.g., earning below a 1 = Meets Target standard). When a student scores below the established threshold on a KPI assessment, the course instructor alerts the student and the Faculty Advisor. A formal advising meeting is scheduled to review the specific KPI deficiency and create a tailored Student Support Plan.

During the 2025–2026 academic year, aggregate program performance demonstrated that students exceeded the 85% established minimum thresholds across Key Performance Indicators (KPIs).

Professional Dispositions: All incoming first-year students were evaluated on their personal and professional dispositions in Spring 2026 (year 1, semester 2) using the DOLPHINS disposition rubric, followed by individual meetings with their assigned faculty advisor to review feedback.

Student disposition results demonstrated strong performance across all eight assessed areas. Across the dispositions, 77-84% of ratings met expectations, and 14-16% exceeded expectations, demonstrating that the 85% minimum threshold had been met. A small proportion of ratings were identified as near expectations/development in Lifelong Learning (2%), Professionalism (5%), Counselor Identity (2%), and Self-Awareness (7%). No ratings fell within the Below Expectations/Unacceptable or Harmful categories

First Year DOLPHINS Dispositions Aggregate Data

Tevera	Disposition	Exceeds	Meets	Near / Developing	Below	Harmful
(D)	Discernment & Dedication to the Field	7 (16%)	36 (84%)	0	0	0
(O)	Openness to Feedback, Flexibility & Adaptability	7 (16%)	36 (84%)	0	0	0
(L)	Lifelong Learning	6 (14%)	36 (84%)	1 (2%)	0	0
(P)	Professionalism	7 (16%)	34 (79%)	2 (5%)	0	0
(H)	Cultural Humility	7 (16%)	36 (84%)	0	0	0
(I)	Counselor Identity	7 (16%)	35 (81%)	1 (2%)	0	0
(N)	Integrity	7 (16%)	36 (84%)	0	0	0
(S)	Self-Awareness	7 (16%)	33 (77%)	3 (7%)	0	0

Second Year Faculty CCS-R Aggregate Data

In Spring 2026, faculty conducted dispositional evaluations for all second-year students utilizing the CCSR. Students are instructed to review their quantitative and qualitative feedback, sign the documentation, and have the opportunity for an individual meeting with their faculty advisors to discuss their feedback. The CCS-R results indicate that students demonstrated strong overall clinical competency. In Part I (Counseling Skills & Therapeutic Conditions), 63% of ratings exceeded expectations, 35% met expectations, and 2% were developing/near expectations. In Part II (Counseling Dispositions & Behaviors), 75% exceeded expectations, 25% met expectations, approximately .6% were developing/near expectations, and .1% were below expectations. Overall, nearly all ratings across both domains were at or above expected levels of competency. As part of this comprehensive evaluation process, students who require additional support collaborate with faculty to develop a Student Support Plan (SSP), with follow-up meetings occurring as needed and no later than the midpoint of the semester.

CCS-R Annual Report Percentages	Harmful	Below Expectations	Near Expectations or Developing	Meets Expectations	Exceeds Expectations	Total
Part I: Counseling Skills & Therapeutic Conditions	0.0%	0.0%	1.9%	35.4%	62.7%	100%
Part II: Counseling Dispositions & Behaviors	0.0%	0.1%	0.6%	24.5%	74.8%	100%

Professional Development: During the 2025–2026 academic year, CMHC students were offered a wide range of professional development opportunities, including play therapy workshops, wellness programming, a clinically focused book club, discounted EMDR training, discounted Accelerated Resolution Therapy training, and course-embedded addictions focused live and on-demand webinars offered by [NAADAC](#). In addition to sharing professional development opportunities through the internal student listserv, students were invited to participate in the advisory board and were provided free registration for both the Black Mental Health Symposium created by Dr. LaTonya Summers and the 4C Military Symposium co-created by Dr. Kelley Holladay. The JU CMHC chapter of Chi Sigma Iota, Eta Upsilon, remained active throughout the year and hosted several student-centered professional development events.

Credentialing Exams: According to data provided by the National Board of Certified Counselors (NBCC) and the Center for Credentialing and Education (CCE), in fall 2025, 3 students took the NCMHCE and 2 passed for a 67% pass rate, demonstrating that we met our minimum 65% threshold. Their mean score was 66.3 and their SD was 13.2. The national pass rate was 66%; the national mean was 65.3; the national SD was 9.7.

For Spring 2026 (through 6/30/26), 1 student took and passed the NCMHCE. The score was 73. The national pass rate was 68%; the national mean was 66.1; the national SD was 9.8.

Summary of Student Retention and Graduation Data

2024 Cohort: The 2024 cohort entered the JU CMHC program in August 2024 and completed the program in August 2026. Of the 48 students who began, 37 graduated within the anticipated two-year timeframe, reflecting a 77% completion rate. All graduating students successfully completed their coursework and clinical graduation requirements fulfilled.

2025 Cohort: The 2025 cohort began the program in August 2025 and entered practicum in August 2026, achieving 100% successful clinical placement, demonstrating that the program met the 85% site placement threshold. These students will undergo dispositional evaluation by CMHC faculty in Spring 2027 using the CCS-R.

Employment and Doctoral Admissions Rates

Of the seven graduates surveyed, six (85.7%) reported securing employment following graduation. Reported employers included Nemours, Therapeutic Hope Counseling, and Baptist Health. Additionally, no graduates (0%) reported pursuing a doctoral program immediately following graduation.

Data from Systematic Follow-Up Studies of Graduates

The JU CMHC Alumni Survey 2026 ($n=27$) shows strong professional outcomes and satisfaction among graduates. A large majority (85%) are employed as counselors in mental health fields, with others branching into education or related roles. Licensure results are positive, with 74% having passed the NCMHCE exam and most registered as Mental Health Counselor Interns in Florida. Both scores demonstrate the program met its minimum threshold of 85% employment rate six months after graduation and 65% pass rate on credentialing examinations. Alumni remain largely in Northeast Florida (74%), reinforcing the program's regional workforce impact. Respondents represent graduation years between 2017–2023, with the strongest representation from the 2019, 2021, and 2022 alumni cohorts. Comments highlight gratitude for faculty, program culture, and the personal growth fostered during their studies.

Data from Systematic Follow-Up of Site Supervisors and Employers

The JU CMHC program conducts systematic annual follow-up with employers and site supervisors to gather feedback and support continuous program improvement. However, despite outreach efforts, no feedback was received from either group this year.

Changes in Program Operations and Program Modifications

- ❖ In taking a comprehensive look at our program curriculum while completing our self-study, we revised assignments and rubrics across courses to improve consistency in how student learning outcomes are taught, assessed, and evaluated.
- ❖ The CMHC program expanded collaboration with advisory-board members, employers, alumni, and clinical partners to ensure that program content remains responsive to workforce and community mental health needs.

- ❖ The CMHC program refined the program's key performance indicators and assessment plan to ensure that collected data are meaningful, measurable, and directly connected to program objectives and accreditation standards.
- ❖ The CMHC program updated our website to ensure the website meets CACREP institutional media requirements.
- ❖ The CMHC program implemented an annual data meeting to review feedback collected from current and graduating students, alumni, site supervisors, and employers.
- ❖ The closure of the Palm Coast teaching site was communicated to students, community stakeholders, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) between October 28 and November 4, 2024. A teach out plan was submitted to CACREP by the November 15, 2024, deadline and was approved without conditions on March 3, 2025. The CMHC program successfully completed the teach out for Palm Coast students and graduated the final Palm Coast cohort in August 2026.
- ❖ In August 2025, the Graduate Certificate in Play Therapy graduated with a cohort of four students; however, the certificate program was formally terminated by the university on April 24, 2025. Communication regarding the closure was sent to current students, incoming students, and community stakeholders. A teach out plan for students enrolled in the certificate was developed and approved by JU administration, and the teach out was completed in August 2026, with twenty-one (21) students receiving their Graduate Certificate in Play Therapy.
- ❖ Beginning in Fall 2025, two incoming cohorts were admitted to the CMHC program on the JU main campus to maintain enrollment following the Palm Coast site closure.
- ❖ Beginning in Fall 2026, the JU CMHC program adjusted its class schedule to provide more accessible options for students. Incoming Fall 2026 students now have the option to enroll in a daytime program beginning at 12 p.m. or an evening program beginning at 2 p.m.

Clinical Service Provision

- ❖ The members of the 2026 graduating cohort (N=39) provided over 27,300 clinical hours of mental health counseling to individuals, groups, families, and couples at 28 different sites providing mental health counseling in the greater Northeast Florida community

- ❖ The CMHC program currently holds 32 active affiliation agreements with community agencies and organizations serving Duval, Nassau, Clay, St. Johns, Flagler, and Volusia counties.

Accreditation Updates

- ❖ In December 2025, the JU CMHC program submitted the annual required vital statistics report.
- ❖ In April 2026, the JU CMHC Program submitted its self-study report for reaccreditation under the 2024 CACREP Standards. In September 2026, the program received a request from the CACREP Board for an addendum. The program will submit additional information to support the self-study by November 2026.

Activities of the Eta Upsilon Chapter of Chi Sigma Iota International

- ❖ Thirty-four new members were inducted in 2026. A total of six officers were inducted into the Eta Upsilon Chapter of CSI in July of 2026.
- ❖ Drs. LaTonya Summers and Ne'Shaun Borden served as the Chapter Faculty Advisors.
- ❖ The newly inducted CSI leadership board is focused on developing a mentorship program for first year students and increasing cohort cohesion through networking events.

Jacksonville University Clinical Mental Health Counseling Program 2025–2026 Annual Evaluation Summary

During the 2025–2026 academic year, Jacksonville University's Master of Science in Clinical Mental Health Counseling (CMHC) program continued its commitment to preparing professional counselors for ethical, culturally responsive, evidence-based practice in diverse, community-based, and technology-integrated mental health settings. The 60-credit, full-time program combines academic coursework, professional development, systematic assessment, and extensive community-based clinical training. Program evaluation during the academic year was guided by the 2024 CACREP Standards and incorporated data from program records, graduate surveys, the Center for Credentialing and Education (CCE), ELC (formerly Tevera), and the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

Student Achievement and Academic Quality

Program assessment data demonstrate strong student achievement across knowledge, clinical skills, and professional dispositions. Faculty systematically evaluated student learning across CACREP core and program-specific areas using established Key Performance Indicators (KPIs). During the 2025–2026 academic year, 100% of CMHC students met or exceeded the program's established minimum aggregate threshold of 85% for KPIs, demonstrating effective student achievement of expected learning outcomes across the curriculum.

The program also maintained a comprehensive, systematic process for evaluating students' professional dispositions and clinical competence. First-year students were assessed using the DOLPHINS disposition rubric, which evaluates discernment and dedication to the field, openness to feedback and adaptability, lifelong learning, professionalism, cultural humility, counselor identity, integrity, and self-awareness. Aggregate results indicated strong program performance, with 77–84% of ratings meeting expectations and 14–16% exceeding expectations across the assessed dispositions, successfully meeting the program's 85% minimum threshold for effectiveness. Only a small percentage of ratings were identified as developing, and no students received ratings within the harmful category.

Second-year students were evaluated using the Counselor Competencies Scale-Revised (CCS-R). Aggregate results similarly reflected strong clinical development and program effectiveness. Within Counseling Skills and Therapeutic Conditions, approximately 63% of ratings exceeded expectations and 35% met expectations. Within Counseling Dispositions and Behaviors, approximately 75% exceeded expectations and 25% met expectations, successfully meeting the program's 85% minimum threshold to demonstrate quality and effectiveness. Students requiring additional development are supported through structured, individualized Student Support Plans and faculty follow-up.

Academic Quality Indicators: Student Progression, Graduate Outcomes, and Community Impact

The 2024 entering cohort included 48 students, of whom 37 completed the program within the anticipated two-year timeframe, resulting in a 77% two-year completion rate. All graduating students successfully completed their practicum and internship requirements and were recommended for matriculation by CMHC faculty. The 2025 cohort subsequently achieved a 100% successful clinical placement rate upon entering practicum in August 2026, surpassing the program's 85% minimum threshold to demonstrate effectiveness. Graduate follow-up data further demonstrate the program's contribution to the behavioral health workforce. Results from the 2026 Alumni Survey (n=27) indicated that 85% of respondents were employed as counselors in mental health fields, while others were employed in education or related professions. Sixty-seven percent self-reported passing the NCMHCE, and most were registered as Mental Health Counselor Interns in Florida, surpassing the 65% credentialing exam pass rate. Additionally,

74% of respondents remained in Northeast Florida, highlighting the program's ongoing contribution to the regional mental health workforce. Alumni's comments reflected positive perceptions of faculty, program culture, and personal and professional growth.

Community engagement remains a significant component of the program. The graduating cohort provided more than 27,300 hours of mental health counseling services to individuals, groups, couples, and families across 28 community sites. The program currently maintains 32 active affiliation agreements with agencies and organizations serving Duval, Nassau, Clay, St. Johns, Flagler, and Volusia counties, providing students with broad opportunities for community-based clinical training.

Program Development and Professional Engagement

The 2025–2026 academic year included several significant operational changes. Following the previously approved teach-out plan, the program successfully completed the closure of the Palm Coast teaching site and graduated its final Palm Coast cohort in August 2026. The Graduate Certificate in Play Therapy also completed its teach-out in August 2026 following the university's decision to terminate the certificate. To maintain enrollment following the Palm Coast closure, two new CMHC cohorts were admitted to the Jacksonville main campus beginning in Fall 2025. Additionally, beginning in Fall 2026, incoming students were provided increased scheduling flexibility through daytime and evening program options. Students also had access to extensive professional development opportunities throughout the year. The Eta Upsilon Chapter of Chi Sigma Iota remained active, inducting 34 new members in 2026 and continuing to promote professional identity, leadership, mentorship, and cohort cohesion.

Accreditation and Continuous Improvement

Continuous program evaluation remained central to the CMHC program's quality assurance efforts. Faculty used student assessment data to evaluate curriculum effectiveness and identify opportunities for instructional and programmatic improvement. The program submitted its required CACREP vital statistics report in December 2025 and its reaccreditation self-study under the 2024 CACREP Standards in April 2026. In September 2026, the program received a request from the CACREP Board for an addendum, with additional supporting information scheduled for submission by November 2026.

Overall, the 2025–2026 evaluation findings demonstrate a program characterized by strong student learning outcomes, successful clinical preparation, positive professional disposition and competency data, substantial community engagement, and continued responsiveness to program evaluation findings. As the CMHC program moves forward, ongoing

assessment, accreditation activities, expanded scheduling accessibility, professional development, and strong community partnerships will continue to support its mission of preparing ethical, competent, culturally responsive professional counselors while contributing to the mental health workforce of Northeast Florida and beyond.