

The faculty of the University of Missouri - St. Louis (UMSL) Counseling programs are dedicated to engaging in ongoing program assessment and evaluation to continuously improve the learning experiences of our students. As part of this process, we provide an annual report on our program evaluation activities.

Ongoing Program Evaluation Activities

- Review of programs and curricular offerings
 - Counseling program faculty meet at least monthly to discuss programmatic issues related to evaluation, including intentional curriculum design, remediation and gatekeeping, admissions decision making, and the effectiveness of programs in light of the program mission.
- Survey of counseling program graduates to assess perceptions of program quality and counselor preparedness
 - These alumni surveys are conducted every three years. We last collected data in spring 2025 and report results below.
- Survey of counseling program site supervisors and employers to assess perceptions of program quality and counselor preparedness
 - These surveys are conducted every three years. We collected this data in Spring 2023 and results were reported in a prior report. We will collect this data again in 2026.
- Assessment of student learning and performance on program-related standards
 - We examine scores on the Counselor Preparation Comprehensive Exam (CPCE) to assess student learning in each of the eight core curriculum areas designated by CACREP.
 - Similarly, we examine student results for the National Counselor Examination (NCE) to assess student preparedness in the eight core curriculum areas.
 - For School Counseling students, we also examine scores on the MEES and the Praxis.
 - We share qualitative and quantitative (GPA, progress through the program) data about students regularly in program meetings and discuss student dispositions and the development of their professional identities in light of the mission and objectives of our program.
- Site supervisor trainings and evaluations
- Review of Counseling Faculty Advisor and Review Board referrals
- Advisory board meetings
 - Boards (The School Counseling Advisory Board and Clinical Mental Health Counseling Advisory Board) meet to discuss program requirements, standards, and training. Feedback from program graduates, site supervisors, and/or professional members of the counseling community is critical to our continued improvement.

Program Evaluation Findings

2024-2025 Vital Statistics

- There were 230 students in the MEd program (190 CMHC, 40 School Counseling) and 25 students in the PhD program
- In 2024-2025, 32 students graduated from the CMHC program, 10 students graduated from the School Counseling program, and 3 students earned their PhD
- The completion rate for the school counseling program was 97%, with 100% of graduates passing the certification exam and 100% obtaining jobs in the field according to alumni surveys
- The completion rate for the CMHC program was about 88%, with 97% of graduates passing the licensure exam prior to graduation and 97% obtaining jobs in the field according to alumni surveys
- The completion rate for the PhD program was about 92%, with 100% of graduates obtaining jobs in the field according to alumni surveys

Assessment Results

- CPCE: For the 2024-2025 academic year, our students had a 92.3% pass rate on the CPCE exam. Each semester UMSL students scored above the national average.
- NCE: For the 2024-2025 academic year, our students had an overall pass rate of 98% on the NCE exam administrations prior to graduation, the national pass rate was 92%. Clinical mental health students had a pass rate of 100% in the Fall and 93% in the Spring, school counseling students had a pass rate of 100% in the Fall, with no exams taken in the Spring and PhD students had a pass rate of 100%.
- MEES: In the 2024-2025 academic year, school counseling candidates had a 100% pass rate on the School Counselor Performance Assessment within Missouri's Educator Evaluation System (MEES).
- Praxis: Missouri transitioned to the Praxis exam in July 2024 so this is the first year of reporting these scores in our annual reports. Praxis scores are only available to our institution if students designate UMSL to receive these scores, so we acknowledge that we could be missing data. For the 2024-2025 academic year, we had a 100% pass rate on the Praxis for available data.

Program Objectives

UMSL's program objectives describe student learning outcomes that all graduates of our programs should meet. These objectives reflect knowledge and projected counseling practice needs for counseling professionals in a diverse society.

Masters Program Outcomes - Upon completion of the program, graduates will be able to ...

- Demonstrate awareness and behavior consistent with an understanding and appreciation of diversity issues.

- Apply helping relationship skills to establish therapeutic alliances and to achieve counseling goals with clients in diverse counseling settings.
- Utilize counseling ethical standards to guide professional practice and ethical decision-making.
- Assess client status and goals within relevant treatment contexts (e.g., school, clinic, community) and identify interventions based on research and best practice.
- Identify and apply appropriate theories to conceptualize client cases and inform counseling practice to achieve therapeutic goals.
- Articulate the ways in which mental health and career needs intersect for clients across the lifespan.
- Use developmentally appropriate trauma-informed approaches to address the needs of clients and systems.

Doctoral Program Outcomes - Upon completion of the program, graduates will be able to ...

- Demonstrate awareness and abilities in promoting equity and justice in the face of systemic oppression.
- Demonstrate ethical and culturally relevant helping relationship and conceptualization skills to help facilitate client growth.
- Apply the process and practice of clinical supervision and consultation, through the utilization of theory, assessment, gatekeeping, and ethical and culturally relevant strategies.
- Design course content and assessment methods while integrating andragogy, differentiation, and gatekeeping awareness and skills in teaching.
- Develop rigorous, ethical, and intentionally designed counseling research utilizing qualitative and quantitative methods.
- Disseminate scholarship and research in professional presentations and/or publications.
- Demonstrate leadership by integrating knowledge of models and approaches to leadership in the program, community, or field.
- Create plans for advocacy for the profession, for clients, and with marginalized populations to stand up against systemic inequity.

Alumni Survey Results

In 2025, 119 UMSL Counseling Program alumni responded to a survey about their perceptions of the training they received in our programs connected to our program objectives. About 39% of respondents were School Counseling graduates, 53% were CMHC/Community Counseling graduates, and 8% were PhD graduates. 96% of alumni would recommend our Counseling Programs to prospective graduate students.

In our survey we asked alumni to rate their preparedness for each of our program objectives on a four-point Likert scale of whether they were well prepared, somewhat prepared, somewhat unprepared, or not at all prepared. For our analysis of program objectives, we focused on the 39 MEd and 7 PhD alumni respondents who graduated within the past ten years. This aligns better with the timing for the development of these objectives and revisions to the curriculum. For each of

the objectives we are reporting the percentage of graduates who believed they were well prepared or somewhat prepared for this objective:

Masters Program:

- Demonstrate awareness and behavior consistent with an understanding and appreciation of diversity issues - 92%
- Apply helping relationship skills to establish therapeutic alliances and to achieve counseling goals with clients in diverse counseling settings - 95%
- Utilize counseling ethical standards to guide professional practice and ethical decision-making - 95%
- Assess client status and goals within relevant treatment contexts (e.g., school, clinic, community) and identify interventions based on research and best practice - 89%
- Identify and apply appropriate theories to conceptualize client cases and inform counseling practice to achieve therapeutic goals - 84%
- Articulate the ways in which mental health and career needs intersect for clients across the lifespan - 89%
- Use developmentally appropriate trauma-informed approaches to address the needs of clients and systems - 76%

Doctoral Program Outcomes - Upon completion of the program, graduates will be able to ...

- Demonstrate awareness and abilities in promoting equity and justice in the face of systemic oppression - 100%
- Demonstrate ethical and culturally relevant helping relationship and conceptualization skills to help facilitate client growth - 100%
- Apply the process and practice of clinical supervision and consultation, through the utilization of theory, assessment, gatekeeping, and ethical and culturally relevant strategies - 100%
- Design course content and assessment methods while integrating andragogy, differentiation, and gatekeeping awareness and skills in teaching - 85%
- Develop rigorous, ethical, and intentionally designed counseling research utilizing qualitative and quantitative methods - 100%
- Disseminate scholarship and research in professional presentations and/or publications - 100%
- Demonstrate leadership by integrating knowledge of models and approaches to leadership in the program, community, or field - 100%
- Create plans for advocacy for the profession, for clients, and with marginalized populations to stand up against systemic inequity - 100%

Key Performance Indicators

According to CACREP (2016) Key Performance Indicators (KPIs) are “student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.” We assess each of these KPIs using

multiple measures across multiple points in time during a student’s training. The core faculty identified the following KPIs and use them as a primary way to evaluate student learning.

KPIs for Masters in Clinical Mental Health Counseling and School Counseling Programs

- **KPI 1:** CACREP 2.F.1.i: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - Points of Evaluation: *CNS ED 6010 Ethical & Professional Issues in Counseling; CNS ED 6280/6380 SC or CMHC Internship*
- **KPI 2:** CACREP 2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
 - Points of Evaluation: *CNS ED 6030 Foundations for Multicultural Counseling; CNS ED 6280/6380 SC or CMHC Internship*
- **KPI 3:** CACREP 2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - Points of Evaluation: *CNS ED 6200/6300 Foundations for SC/CMHC; CNS ED 6730 Counseling for Loss, Crisis, & Trauma; CNS ED 6070 Psychopathology & Diagnosis*
- **KPI 4:** CACREP 2.F.4.b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - Points of Evaluation: *CNS ED 6400 Career Counseling & Development; CNS ED 6630 Career Development in K-12 Schools; CNS ED 6300 Foundations of CMHC*
- **KPI 5:** CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills
 - Points of Evaluation: *CNS ED 6060 Helping Relationship Skills; CNS ED 6270/6370 SC or CMHC Practicum*
- **KPI 6:** CACREP 2.F.6.g: ethical and culturally relevant strategies for designing and facilitating groups
 - Points of Evaluation: *CNS ED 6040 Group Procedures in Counseling; CNS ED 6270/6370 SC or CMHC Practicum; CNS ED 6280 SC Internship*
- **KPI 7:** CACREP 2.F.7.f: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - Points of Evaluation: *CNS ED 6050 Assessment in Counseling; CNS ED 6400 Career Counseling & Development*
- **KPI 8:** CACREP 2.F.8.b: identification of evidence-based counseling practices
 - Points of Evaluation: *CNS ED 6010 Theories of Counseling; CNS ED 6200/6300 Foundations for SC/CMHC*
- **KPI CMHC 1:** CACREP 5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues
 - Points of Evaluation: *CNS ED 6300 Foundations for CMHC; CNS ED 6370 CMHC Practicum; CNS ED 6380 CMHC Internship*
- **KPI SC 1:** CACREP 5.G.3.b: design and evaluation of school counseling programs
 - Points of Evaluation: *CNS ED 6200 Foundations for SC; CNS ED 6630 Career Development in K-12 Schools*

2024 - 2025 Masters KPI Data Summary

We find most of our students MET expectations, while some exceeded and a few were below and needed additional remediation.

KPI #	# Evaluations Recorded	# Below Expectations (1)	# Met Expectations (2)	# Exceeds Expectations (3)	Average
1	147	2	124	21	2.13
2	141	3	133	6	2.04
3	150	0	48	102	2.68
4	125	2	87	36	2.27
5	95	2	71	22	2.21
6	108	1	97	10	2.08
7	102	1	71	30	2.28
8	108	0	47	65	2.68
CMHC 1	136	1	98	37	2.26
SC 1	29	0	29	0	2.00

KPIs for PhD in Counselor Education

- **KPI CE 1:** CACREP 6.B.1.a: scholarly examination of theories relevant to counseling
 - Points of Evaluation: *CNS ED 7000 Advanced Theories & Practice of Counseling; Theories Comprehensive Examination*
- **KPI CE 2:** CACREP 6.B.2.d: skills of clinical supervision
 - Points of Evaluation: *CNS ED 7030 Counselor Education & Supervision; CNS ED 7035 Counselor Education & Supervision Practicum*
- **KPI CE 3:** CACREP 6.B.3.d: instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
 - Points of Evaluation: *CNS ED 7075 Teaching, Learning, and Technology in Counselor Education; CNS ED 7780 Doctoral Internship - Teaching focus*
- **KPI CE 4:** CACREP 6.B.4.a: research designs appropriate to quantitative and qualitative research questions
 - Points of Evaluation: *CNS ED 7020 Seminar in Counseling Research; Research Comprehensive Examination*
- **KPI CE 5:** CACREP 6.B.5.a: theories and skills of leadership
 - Points of Evaluation: *CNS ED 6410 Advanced Career and Leadership Development; CNS ED 7035 Counselor Education & Supervision Practicum*

2024 - 2025 Doctoral KPI Data Summary

We find most of our doctoral students MET expectations.

KPI #	# Evaluations Recorded	# Below Expectations (1)	# Met Expectations (2)	# Exceeds Expectations (3)	Average
CE 1	13	0	9	4	2.31
CE 2	5	0	5	0	2.00
CE 3	11	0	7	4	2.36
CE 4	8	0	6	2	2.25
CE 5	7	0	7	0	2.00

Dispositions

The UMSL Counseling Program uses a set of dispositions for all students and faculty to develop and demonstrate to the greatest extent possible. CACREP (2016) defines dispositions as “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.”

Masters Students: Students engage in self-reflection about the development and demonstration of these defined dispositions at several key points in the program (e.g., Ethics, Helping Relationship Skills, Practicum, Internship), and faculty and supervisors also provide formal and informal feedback to students using these dispositions. We use these dispositions to remediate students as needed. The list of dispositions are available in the handbooks, program Canvas site, and on all program course syllabi.

1. **Helping:** Demonstrates an altruistic focus on students/clients’ growth and well-being.
2. **Advocacy:** Demonstrates an awareness of and commitment to addressing systemic barriers that may inhibit students/clients’ growth and the development of the profession.
3. **Self-Awareness:** Demonstrates an ability to engage in self-reflection and self-understanding in multiple contexts.
4. **Diversity:** Demonstrates awareness and acts consistent with an understanding and appreciation of diversity issues.
5. **Interpersonal Skills:** Demonstrates an ability to effectively interact with others through verbal and nonverbal listening and communication skills.
6. **Openness to Feedback:** Demonstrates openness to learning, giving and receiving feedback, and shows a willingness to implement suggested skills and interventions.
7. **Respect:** Demonstrates respect to self and others, including honoring diversity, self-care, and wellness.

8. **Ethical Behaviors:** Demonstrates ethical decision-making and professional behaviors in accordance with the *ACA Code of Ethics* and/or *ASCA Ethical Standards* as well as appropriate state and federal laws.
9. **Professionalism:** Demonstrates timeliness, preparedness, and appropriate communication to fulfill responsibilities and requirements of classes and the program.
10. **Self-efficacy:** Demonstrates developmentally appropriate beliefs in counseling skills, knowledge, and awareness.

Doctoral Students: Students engage in self-reflection about the development and demonstration of these defined dispositions at several key points in the program (e.g., Advanced Multicultural Counseling, Advanced Research Methods, Practicum, Internship), and faculty and supervisors provide formal and informal feedback to students using these dispositions. We use these dispositions to remediate students as needed. The list of dispositions are available in the handbooks, program Canvas site, and on program course syllabi.

1. **Helping:** Demonstrates an altruistic focus on counselor-in-training/supervisee/client growth and well-being.
2. **Leadership & Advocacy:** Demonstrates an awareness of and commitment to addressing systemic barriers that may inhibit counselor-in-training/supervisee/client growth and the development of the profession.
3. **Self-Awareness:** Demonstrates an ability to engage in self-reflection and self-understanding in multiple contexts.
4. **Diversity:** Demonstrates awareness and acts consistent with an understanding and appreciation of diversity issues.
5. **Interpersonal Skills:** Demonstrates an ability to effectively interact with others through verbal and nonverbal communication skills across counselor education settings.
6. **Openness to Feedback:** Demonstrates openness to learning, giving, and receiving feedback and shows a willingness to implement suggested strategies for improvement.
7. **Respect:** Demonstrates respect to self and others, including honoring interpersonal boundaries across counselor education settings.
8. **Ethical Behaviors:** Demonstrates ethical decision-making and professional behaviors in accordance with professional association standards for best practices in counseling, teaching, research, and supervision, as well as appropriate state and federal laws.
9. **Professionalism:** Demonstrates timeliness, preparedness, and appropriate communication to fulfill responsibilities and requirements of classes and teaching, counseling, supervision, research, and leadership roles.
10. **Self-efficacy:** Demonstrates developmentally appropriate beliefs in counselor education skills, knowledge, and awareness.

11. **Retention and Remediation:** Demonstrates the ethical responsibility of counselor educators to monitor, evaluate, remediate, or prevent those who are lacking in professional competence from becoming counselors.

Program Modifications Based on Program Evaluation Results

- Based on our review of data (e.g., supervisor feedback, skills evaluations) connected to doctoral program objective #2, significant revisions occurred in *CNS ED 7000: Advanced Theories and Practice of Counseling* including adding a new helping skills textbook, standardizing case presentation assignments with a transcript and self-evaluation of counseling skills, and continuously monitoring students' competency in masters-level counseling skills as they begin the doctoral program.
- Based on our review of data (e.g., supervisor feedback, instructor feedback, skills evaluations) connected to masters program objective #2 and the KPI CMHC 1, revisions occurred in *CNS ED 6370: CMHC Practicum* including standardizing the case presentation and transcript assignment for all sections of this course to better evaluate clinical mental health counseling students' conceptualization and clinical skills.
- Based on review of student data on our climate survey, faculty have worked to improve advising communication by sending out reminder emails twice each semester with information about scheduling advising appointments and registration.
- Based on our review of data (e.g., instructor feedback, CMHC Advisory Board minutes) connected to KPI 3 and CMHC KPI 1, revisions occurred in *CNS ED 6300: Foundations of Clinical Mental Health Counseling* focused on adding additional suicide training requirements to the coursework.
- This year both the CMHC and School Counseling Advisory Boards (which include students, alumni, supervisors, and community partners) have provided feedback about AI use, integration, and ethical concerns within their specialty area. Based on faculty's review of this data and other curricular needs, we have developed a program statement about this use to be incorporated into syllabi in upcoming terms.

Other Program Changes

- As of Fall 2025 we offer a graduate certificate in Child and Adolescent Counseling. This certificate helps our graduates develop and demonstrate a specialization in counseling children and youth across systems of care.
- Program faculty have reflected on ways to continue to improve engagement and connection for incoming graduate students. This fall we adjusted the orientation format for the masters program to include small-group discussions for various topics.

Additional Program News

Faculty News

We welcome Zori Paul, Ph.D., LPC, NCC, as an Assistant Professor of Counseling. Dr. Paul is a licensed professional counselor and certified parent-child interaction therapy provider. Dr. Paul clinically specializes in working with the Black and/or LGBTQIA+ communities, single mothers, and families with children between the ages of 3 to 6 years old with social emotional behavior issues. Her research specializes in multiple marginalized identities, specifically bisexual+ people of color; cross-cultural mentorship in counseling; and ethical use of social media and AI by mental health professionals.

We welcome Liz Irwin PhD., LPC as an Assistant Teaching Professor of Counseling. Dr. Irwin has been practicing as a counselor for almost 15 years. During this time, she has worked at different levels of care and with different populations, specializing in eating disorders and brain-based interventions such as neurofeedback and eye movement desensitization and reprocessing therapy (EMDR). Her research has focused on the use of neurofeedback to support the development of counselors.

Additionally, Dr. Meredith Moore is an Assistant Professor of Counseling. We wish the best to Dr. Mary Edwin and Dr. Yuima Mizutani as they have transitioned to other roles this academic year.

Accomplishments and Celebrations

In April 2025 we were pleased to host **Counseling Alumni and Students Mingling with Community Partners (CAMP)**, an event to celebrate and connect alumni, current students and valued partners in mental health and school counseling. This event included a career fair, program award ceremony, and initiation for students into the Psi chapter of the Chi Sigma Iota honor society. Dr. Brie Overton was awarded the *Outstanding Alumni Award*. Save the date for our next CAMP event on April 17, 2026 when we will also mark the UMSL Counseling Program's 60th anniversary.

We celebrate the successes of students and faculty in the Counseling Program from 2025. As reported in UMSL Daily, PhD alum [Leslie Davis and Nikki Hurless co-edited a book on Trauma Informed Gatekeeping](#). Counseling master's student [Andrea King received the prestigious National Board for Certified Counselor's Minority Fellowship Award](#). PhD Candidate Jason Thompson was elected as a regional leader for the Missouri School Counselor Association (MSCA). Faculty member Dr. Emily Brown and doctoral student Tyler Tooley were appointed as members of the Board of Directors for the Missouri Association for Play Therapy (MAPT). Faculty member Dr. Emily Oliveira was appointed Co-Chair of the ACES Clinic Straining Standards Task Force. Faculty member Dr. So Rin Kim was named a board member (Educational Director) for the Korean Counseling Association – International Chapter (KCA-IC). Dr. Zori Paul is the Member of Large at NCACES and a research member of NBCC Foundation's Policy, Advocacy, and Research in Counseling Center (PARC)'s work on Artificial Intelligence Regulatory Research and Analysis in the areas of Training, Policy and Practice. In April 2025 the [ACES Article of the Week for the Counselor Education & Supervision](#)

academic journal was “*A Pragmatic Guide to Generic Qualitative Research in Counselor Education*”, co-authored by Dr. Phil Waalkes (UMSL Faculty), Dr. Daniel DeCino, Dr. Joe LeBlanc, Monica Phelps-Pineda (UMSL Doctoral Candidate), Dr. Tiffany Somerville (UMSL PhD alum), and Dr. Stephen Flynn.

In July 2025 the Gateway Chapter of the Association of Couples in Marriage Enrichment established the Better Marriages Scholarship for students in our CMHC program. This scholarship was awarded to five graduate students pursuing the Couple, Marriage, Family Counseling Graduate Certificate.

Faculty and graduate students in the program have been actively presenting scholarship at local, regional, and international counseling conferences, including conferences of the Association for Assessment and Research in Counseling (AARC), Association for Counselor Education and Supervision (ACES), Evidence-Based School Counseling Conference (EBSCC), Missouri School Counselor Association (MSCA), American Counseling Association (ACA), Postpartum Support International (PSI), American Public Health Association Conference (APHA), Missouri Association for College Career Counseling (MoACAC), and UMSL Teaching and Technology Conference (FTTC). Additionally, Dr. Zori Paul was invited to deliver a webinar for the Association of Counseling Sexology and Sexual Wellness on “Uncovering the Gap: The Impact of Historical Biphobia and Erasure on Bisexual+ Clients and Sexual Wellness” and Dr. Agata Freedle was invited by the Pregnancy Loss and Infant Death Alliance to deliver a webinar titled “Navigating through Perinatal Loss: Psychological Outcomes and Factors Contributing to Growth”.

Counseling and Social Advocacy Center

The Counseling and Social Advocacy Center (CSAC), our onsite counseling training clinic, continues to offer clinical services to members of the UMSL and broader community. In the 2024-2025 Academic Year, 66 student counselors and counselors provided over 5,000 hours of counseling services. We provided in-person and telehealth counseling for clients in Missouri through individual, group, couple, and family formats.

Opportunities for furthering student clinical training and community engagement continue to expand through specialized programs and grant funding supporting new initiatives. The specialized programs offered through the CSAC include Play Therapy Services, Grief Services, Aging Gracefully for Older Adults and Caregivers, Rural Mental Health Services, and professional development training programs. Additionally, the CSAC has strengthened its partnership with the Office of Inclusive Postsecondary Education by partnering to expand mental health services to students through a 5-year Transition and Postsecondary Programs for Students with Intellectual Disabilities grant through the U.S. Department of Education.

Other specialized services in the CSAC include the Grief Services Program, with support from a Mid-America Transplant Grant, that provides individual and group grief services, outreach events, and a mini-conference for mental health therapists. The Play Therapy Institute @ UMSL is recognized as an Approved Provider of Play Therapy Education and Approved Provider of Play Therapy Continuing Education from the Association for Play Therapy and hosted a two day conference in

July that was attended by a record 132 participants. In March and April of 2025, the CSAC partnered with the Chiron Community Giving Foundation to host a virtual and in-person Supervision Conference, a total of 174 individuals registered for the training which was provided at no cost to participants through funding from the foundation. More information about clinical services, training, and events can be found on the CSAC website: <https://csac.umsf.edu/>

CACREP Accreditation

For the past few years we have been in the process of CACREP re-accreditation. We had a three-day site visit in March 2025 and thank all of those who participated in this process. We were notified in the summer of the CACREP Board of Directors decision to “reaffirm accreditation with a progress report required.” This means that a program has demonstrated that its counseling specialty areas and doctoral program are in substantial compliance with the CACREP Standards and Policies, with the understanding that any identified areas of noncompliance with the standards can be remedied within a prescribed time period. We were given two months to provide a progress report to remedy several standards. The Board of Directors will review this progress report at its Spring 2026 meeting and notify us of their decision. The accreditation cycle for our Clinical Mental Health Counseling and School Counseling specialty areas and Counselor Education and Supervision doctoral program runs through October 31, 2033.

Thank you for reading our report! If you have comments and/or questions or would like to offer suggestions, please contact Dr. Emily Brown (CACREP Liaison) at brownemily@umsf.edu or Dr. So Rin Kim (Counseling Program Coordinator) at sorin.kim@umsf.edu.