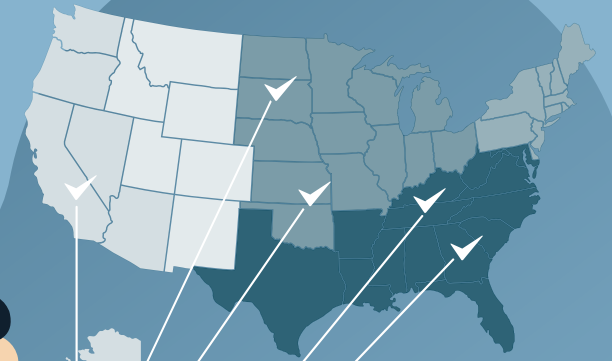


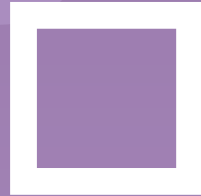


ANNUAL REPORT FY 2025

Council for Accreditation of Counseling
and Related Educational Programs



The **MISSION** of CACREP is to promote the professional competence of counseling and related practitioners through:



the development of preparation standards,



the encouragement of excellence in program development, and



the accreditation of professional preparation programs.



CACREP ANNUAL REPORT FY 2025

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NOTE FROM THE CEO

CACREP continues to grow and thrive in a dynamic academic and social environment. The demand for mental health service providers is being met in multiple ways. This fiscal year:

- 21 new institutions secured initial CACREP accreditation;
- clinical mental health, clinical rehabilitation counseling, addiction counseling, and school counseling were the specialized practice areas that had new programs added;
- there was a significantly high number of students enrolled in Master's programs;
- a modest increase in the number of graduates indicate capacity building; and
- accredited programs continue to maintain a diverse student-body and teaching faculty.

With the implementation of the 2024 CACREP Standards on July 1, 2024, new policies were developed or existing policies modified to align with the new Standards and also to support modifications made to the accreditation review process and accreditation decision making. IRCEP, the international affiliate of CACREP, had a banner year with its increased engagement globally through presentations and collaborative endeavors.

The work of CACREP is governed by a volunteer Board of Directors, supported by a dedicated staff, and operationalized by a large cadre of volunteers who provide peer review as site team members and serve on various councils focused on supporting CACREP initiatives. CACREP is grateful to all its volunteers who are Counseling professionals committed to quality Professional Counselor preparation in the protection of the public.

Dr. M Sylvia Fernandez
President and CEO



LETTER FROM THE CHAIR

Hello CACREP Professional Counseling Community,

I am pleased to introduce CACREP's 2024–2025 Annual Report. This report highlights the accomplishments, activities, and initiatives undertaken by the CACREP Board of Directors, staff, volunteers, and accredited programs during the past year. It also provides an overview of program and student data that reflects the continued growth and impact of counselor education across the profession.

Throughout its history, CACREP has remained committed to its mission of promoting professional competence in counseling through the development of preparation standards, the encouragement of excellence in program development, and the accreditation of professional preparation programs. This mission continues to guide our work as counselor education and higher education navigate a rapidly evolving landscape.

The work of the CACREP Board, staff, and volunteers is grounded in our core values:

- advancing the counseling profession through quality and excellence in counselor education,
- ensuring a fair, consistent, and ethical decision-making process,
- serving as a responsible leader in protecting the public,
- promoting practices that reflect openness to growth, change, and collaboration, and
- creating and strengthening standards that reflect the needs of society, respect diverse educational approaches, and encourage continuous program improvement and best practices.

The past year has presented both opportunities and challenges for counselor education programs. Institutions of higher education continue to navigate financial pressures, shifting enrollment patterns, workforce demands, and increasing expectations for accountability and student outcomes. At the same time, counselor education programs are responding to increasing societal needs for mental health services while preparing graduates to serve individuals, families, and communities in an increasingly complex world.

Counselor education also continues to operate within a changing regulatory and policy environment. Ongoing discussions related to accreditation, professional licensure, educational access, academic freedom, and the preparation of

culturally responsive practitioners have important implications for counselor education programs and the communities they serve. As these conversations continue to evolve, CACREP remains committed to ensuring that accreditation standards support rigorous preparation, ethical practice, public protection, and the continued advancement of the counseling profession.

The rapid growth of emerging technologies, including artificial intelligence, presents new opportunities and responsibilities for counselor preparation programs. As counselor educators consider the appropriate integration of these technologies into teaching, learning, supervision, and assessment, CACREP remains focused on maintaining standards that support innovation while preserving the essential human, relational, and ethical foundations of professional counseling.

During this period of change, collaboration remains more important than ever. CACREP continues to engage with counseling organizations, credentialing bodies, professional associations, educators, practitioners, students, and other stakeholders to strengthen communication and support the shared goals of the profession. Through these partnerships, we can continue to advance counselor preparation and ensure that future counselors are equipped to meet the needs of the individuals and communities they serve.

On behalf of the CACREP Board of Directors, thank you for your commitment to excellence in counselor education and your dedication to the counseling profession. Your work plays a vital role in preparing the next generation of counselors and advancing the quality of services available to the public. It is a privilege to serve alongside you.

Sonja A. Sutherland
Chair, CACREP Board of Directors, 2024–2027



CACREP LEADERSHIP

BOARD OF DIRECTORS 2024-25



Sonja Sutherland
Chair



Kyla Marie Kurian
Vice Chair



Kent Provost
Treasurer



Matthew Bonner



Carlos Del Rio



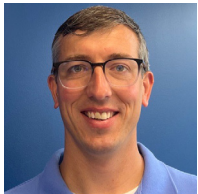
Susan Foster



Amy King



Keith Klostermann



Aaron Mertes



Bitia Rivas



Marianne Schimelfenig



Christopher
Schmidt



John Steward



Jay Tift

CACREP STAFF

Dr. M. Sylvia Fernandez
President and CEO

Jenny Gunderman
Chief Operating Officer

Dr. Robert Urofsky
Vice President of Accreditation and Training

Dr. Silvia Reyes
IRCEP Managing Director

Kevin Connell
Associate Director of Accreditation

Yvette Walkinshaw
Associate Director for Board and Program Support

Heidi Campbell
Accounting and Operations Associate

Vivian Gray
Accreditation and Technology Systems Coordinator

Shantae Watkins
Site Visit Coordinator

Lisa Dunay
Accreditation Specialist

Erin Rowe
Accreditation Analyst

Kai Ahmadu
Accreditation Support Coordinator

Gwen Roman
Communications Specialist



NEW PROGRAMS 2024-2025

Agnes Scott College, Georgia – Clinical Mental Health Counseling

Central Connecticut State University – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling

The Chicago School, Online – Counselor Education and Supervision

Gwynedd Mercy University, Pennsylvania – Clinical Mental Health Counseling, School Counseling

Hofstra University, New York – Clinical Mental Health Counseling

Illinois Institute of Technology – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling

Kutztown University, Pennsylvania – Addiction Counseling

Mercer University, Georgia – Clinical Rehabilitation Counseling

Minnesota State University Moorhead – Addiction Counseling

Oregon State University Cascades – Clinical Mental Health Counseling, School Counseling

Southern Illinois University – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling

Stockton University, New Jersey – Clinical Mental Health Counseling

Thomas University, Georgia – Addiction Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling

Truman State University, Missouri – Clinical Mental Health Counseling, School Counseling

University of Arizona – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling

University of Minnesota – Clinical Mental Health Counseling, School Counseling

University of North Carolina at Chapel Hill, School of Medicine – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling

University of South Florida, Child and Family Studies – Clinical Mental Health Counseling, Clinical Rehabilitation Counseling

Viterbo University, Wisconsin – Counselor Education and Supervision

Wayne State University, Michigan – Clinical Rehabilitation Counseling

Western New Mexico University – Addiction Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling

INSTITUTIONS WITH CACREP PROGRAMS BY STATE

State	N	%	State	N	%	State	N	%
Alabama	11	2.4%	Louisiana	15	3.3%	Ohio	22	4.8%
Alaska	1	0.2%	Maine	2	0.4%	Oklahoma	5	1.1%
Arizona	4	0.9%	Maryland	5	1.1%	Oregon	10	2.2%
Arkansas	5	1.1%	Massachusetts	6	1.3%	Pennsylvania	25	5.5%
California	12	2.6%	Michigan	9	2%	Puerto Rico	2	0.4%
Colorado	9	2%	Minnesota	10	2.2%	Rhode Island	2	0.4%
Connecticut	9	2%	Mississippi	6	1.3%	South Carolina	10	2.2%
Delaware	1	0.2%	Missouri	11	2.4%	South Dakota	3	0.7%
DC	3	0.7%	Montana	4	0.9%	Tennessee	19	4.1%
Florida	17	3.7%	Nebraska	6	1.3%	Texas	32	7%
Georgia	17	3.7%	Nevada	2	0.4%	Utah	3	0.7%
Idaho	3	0.7%	New Hampshire	3	0.7%	Vermont	1	0.2%
Illinois	23	5%	New Jersey	14	3.1%	Virginia	19	4.2%
Indiana	9	2%	New Mexico	4	0.9%	Washington	6	1.3%
Iowa	5	1.1%	New York	23	5%	West Virginia	2	0.4%
Kansas	5	1.1%	North Carolina	19	4.2%	Wisconsin	8	1.7%
Kentucky	10	2.2%	North Dakota	2	0.4%	Wyoming	1	0.2%

N = Frequency

% = Percentage

DC = District of Columbia

There are no programs currently located in Hawaii or other U.S. territories.

VITAL STATISTICS

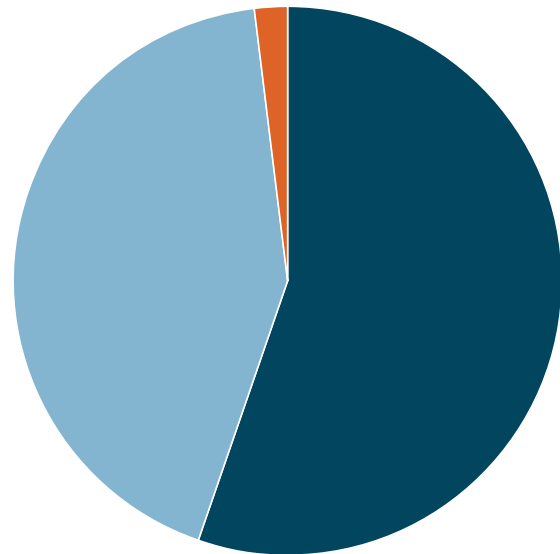
COUNSELING PROGRAMS BY THE NUMBERS

The 2025 Vital Statistics Survey collected program data covering July 1, 2024 through June 30, 2025, from 456 institutions and representing a total of 956 programs. The following subsection provides selected highlights from the 2025 survey results regarding counseling specialization and student-level data regarding applications, enrollment, and graduates. Data about applicants, enrollment, graduates, and programs from the previous two years are also included to provide additional context for the most current survey results.

[Click here for the full 2025 Vital Statistics report.](#)

Institutional Information

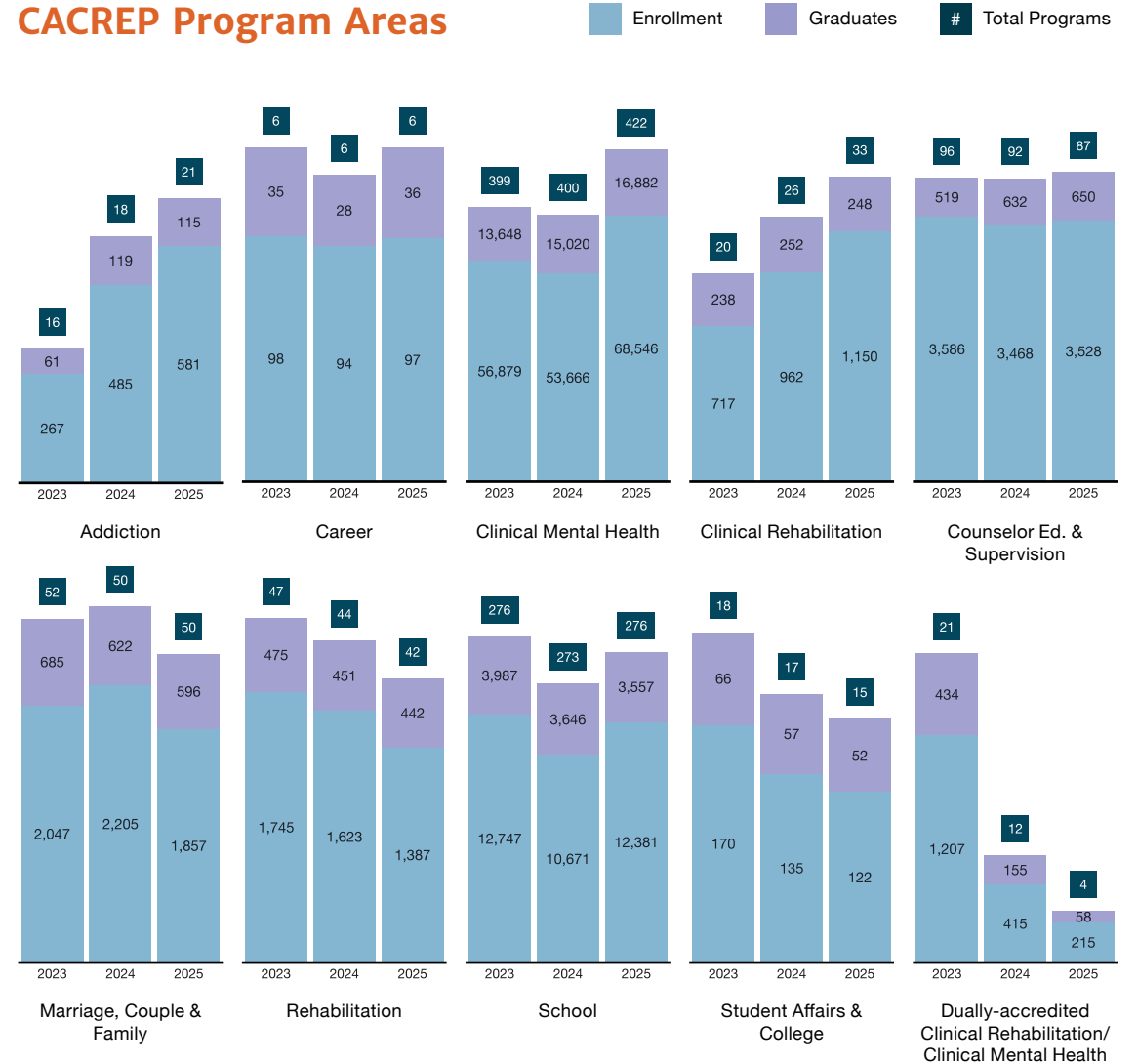
CACREP accredits graduate counseling programs at all types of post-secondary institutions. Using categories set forth by federal guidelines, institutions offering CACREP-accredited counseling programs in 2025 are broken down as follows:



Types of Institutions Offering CACREP-accredited Programs 2025

- Public (55.3%)
- Private not-for-profit (43%)
- Private for-profit (1.8%)

CACREP Program Areas



VITAL STATISTICS

MASTER'S AND DOCTORAL PROGRAMS

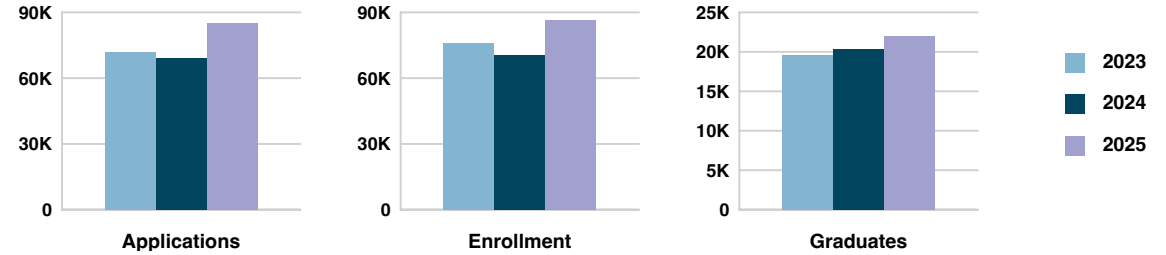
This table sheds light on the number of individuals who applied to CACREP programs in the past year, the number of students who graduated from CACREP programs in the past year, and the total number of students currently enrolled in CACREP programs across the country, per the 2025 survey. Information about total program applicants, graduates, and current student enrollments is broken down by program level (i.e., master's vs. doctoral) and data is provided for the past three years.

Student Highlights by Program Level

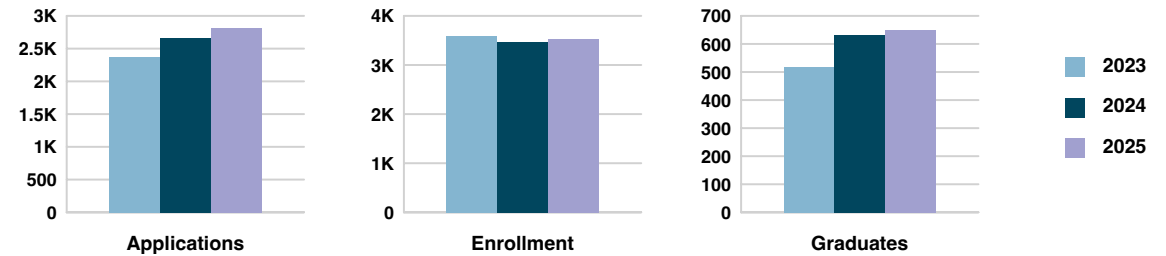
Program Level	Application			Enrollment			Graduates		
	2025	2024	2023	2025	2024	2023	2025	2024	2023
Master's Programs	84,893	69,234	71,810	86,336	70,256	75,877	21,986	20,350	19,629
Doctoral Programs	2,816	2,667	2,373	3,528	3,468	3,586	650	632	519
All CACREP Programs	87,709	71,901	74,183	89,864	73,724	79,463	22,636	20,982	20,148

NOTE. The aggregate applicant and graduate data for 2025 are based on program reports and reflect the total number of applications received and total number of students who graduated from programs "in the past year" (e.g., Summer 2024–Spring 2025). Current student enrollment is based on data reported by programs as of the date each program submits the Vital Statistics Survey for a given year.

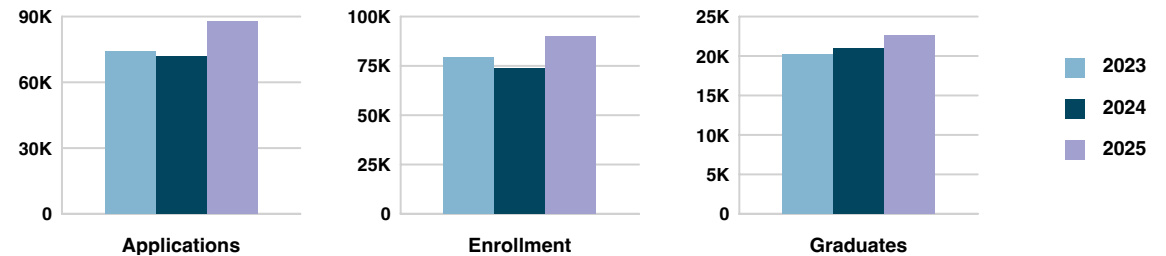
Master's Programs



Doctoral Programs



All CACREP Programs



VITAL STATISTICS

CACREP DEMOGRAPHICS

In the demographic breakdown of students and full-time faculty in CACREP-accredited programs, gender is presented as a mutually exclusive category, with male, female, and alternative identity percentages summing to 100% for each group. Veteran, active duty military, and disability status are reported as independent overlapping categories, with percentages calculated as a proportion of the total population in each group.

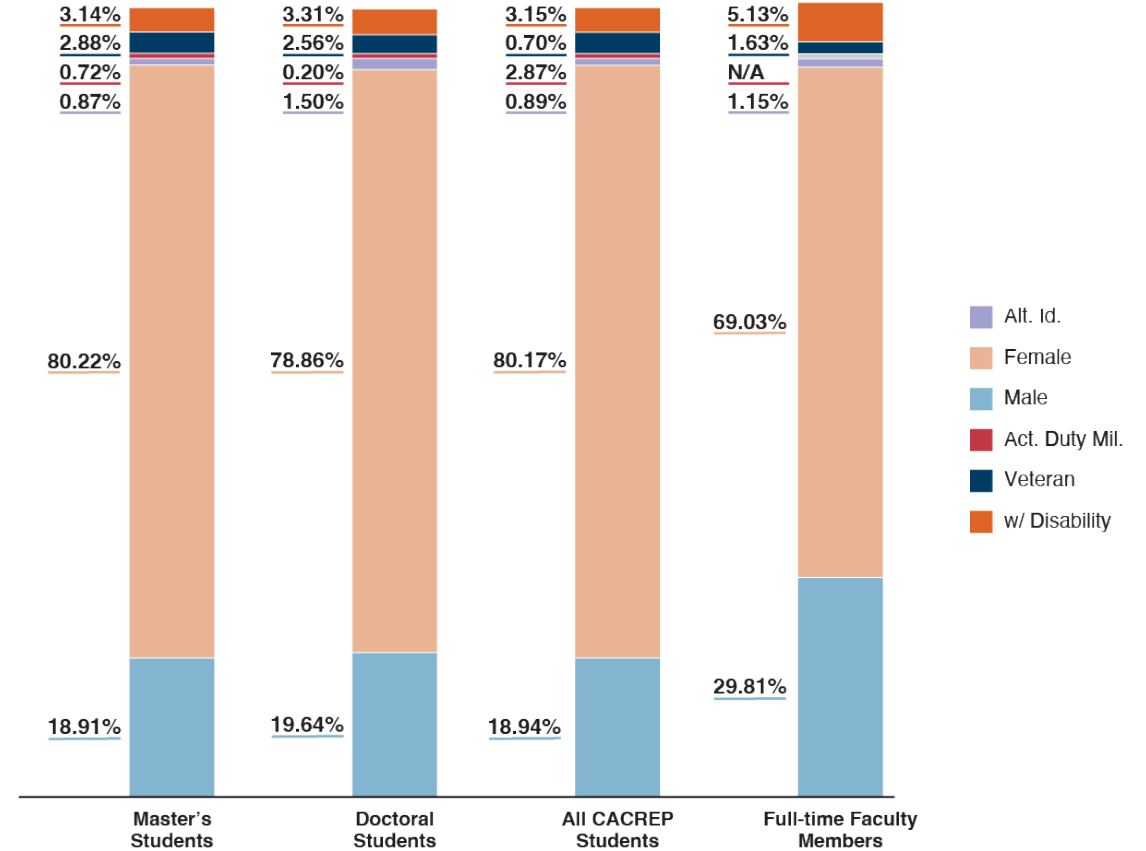
Female students consistently represented the majority across all student groups (80.17% of all CACREP students combined). Male students ranged from 18.91% among master’s students to 19.64% among doctoral students, and students identifying with an alternative identity ranged from 0.87% among master’s students to 1.50% among doctoral students. Across all CACREP students, 3.15% reported a disability, 2.87% reported veteran status, and 0.70% reported active duty military.

All CACREP Student Demographics

Race/Ethnicity	Gender			Total
	Male	Female	Alternative Identity	
American Indian or Alaska Native	0.16%	0.70%	0.01%	0.87%
Asian	0.54%	2.51%	0.04%	3.09%
Black	2.91%	13.46%	0.11%	16.48%
Hispanic or Latino	2.09%	10.06%	0.05%	12.20%
Native Hawaiian or Other Pacific Islander	0.03%	0.13%	0.00%	0.16%
Two or More	0.71%	2.86%	0.04%	3.61%
Unknown/Other	1.38%	4.49%	0.22%	6.08%
White	10.85%	44.84%	0.43%	56.12%
International Student	0.28%	1.10%	0.01%	1.39%

NOTE. Some institutions were unable to provide student racial/ethnic demographic information on the 2025 Vital Statistics Survey. The data are based on a sample of 64,392 students currently enrolled in CACREP-accredited programs, which accounts for 71.65% of all students currently enrolled in CACREP-accredited programs.

CACREP Students and Faculty by Demographics



NOTE. Some institutions were unable to provide student and faculty demographic information on the 2025 Vital Statistics Survey. The data are based on a sample of 64,392 students, which accounts for 71.65% of all students currently enrolled in CACREP-accredited programs, and a sample of 2,945 full-time faculty members currently working in CACREP-accredited programs, which represents faculty from 84.43% of all institutions currently offering CACREP-accredited programs.

CACREP POLICY UPDATES

JUNE 2025

As of June 15, 2025, the following procedure went into effect:

Programs that receive notification from CACREP on or after June 15, 2025, that they are required to submit an Addendum will have up to 60 days to complete and return the Addendum.

FEBRUARY 2025

At the February 2025 CACREP Board meeting, the board issued a guiding statement on Policy A.2.e-Program Training Requirement.

Beginning July 1, 2026, programs, regardless of program delivery method, require and deliver an in-person, synchronous experience to observe and assess counseling skills and professional dispositions for all students at least at two points throughout the student's program of study of which one occurs prior to the practicum.

JULY 2024

To ensure institutional accreditation, timeliness of notification and in keeping with the CHEA Standard 2.A, the CACREP Board at its April 2024 meeting adopted the following CACREP Accreditation Policies, which went into effect July 1, 2024:

Policy A.1.a Institutional Accreditation. CACREP requires its accredited degree programs and applicants to be housed in institutions that hold institutional accreditation granted by an accreditor, that reviews comprehensive degree-granting institutions, recognized by the United States Department of Education (USDE).

Policy A.3.f Notification of Decisions. All accreditation status-related decisions from a Board meeting will be communicated only via formal written correspondence within 30 calendar days of the conclusion of the Board meeting.

Policy C.1.a Public Notice of Accreditation Status. Within 30 calendar days of the conclusion of the Board meeting, accreditation status decisions will be posted on the CACREP website. The publicly available information will include the following: 1) the accreditation status of the degree program, 2) the end date for the most recent accreditation grant made to the degree program, and 3) a summary of the reasons for which the Board made its decision.



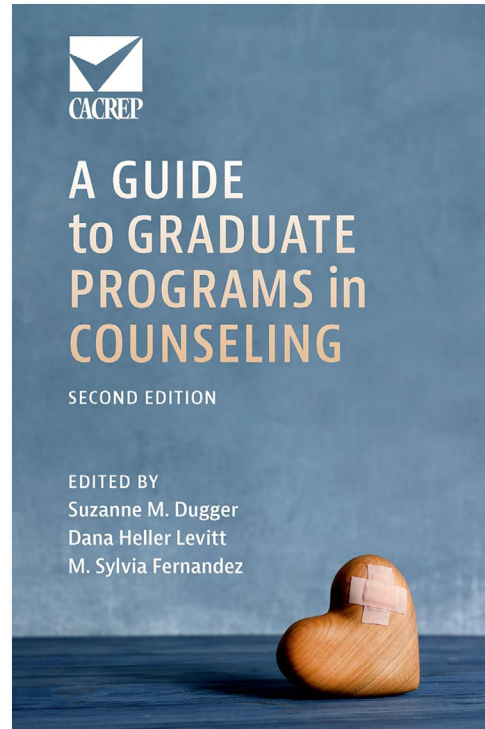
CACREP ACTIVITIES

CACREP TRAINING AND EVENTS

CACREP conducted a webinar series in March, April, and May of 2025 for its program liaisons and faculty. These webinars addressed an orientation to the program liaison role, coordinating the CACREP self study, preparing for a CACREP site visit, and maintaining CACREP accreditation. Participants were in a variety of stages of the accreditation cycle and were able to utilize the series to support their process of obtaining and maintaining their CACREP accreditation.

CACREP PUBLICATIONS

CACREP published its second edition of *A Guide to Graduate Programs in Counseling* in June 2025. The second edition has updated information for new issues and trends affecting the Counseling field and has new supplemental resources for students within the search process for a Counseling program.



CACREP TECHNOLOGY ADVANCEMENTS

In May 2025, CACREP launched its Resource Wall, a new feature on the CACREP website that provides resources that are exclusively available to its accredited programs as an added benefit for obtaining CACREP accreditation.

In addition to the Resource Wall, CACREP has expanded its use of the Accreditation Management System (AMS) for the accreditation process and continues to develop its capacities.

AWARDS

For the sixteenth year, CACREP and Chi Sigma Iota (CSI) have co-sponsored a Leadership Essay Contest. Our two organizations have a strong history of mutual support and cooperative relationships, with a dual focus on enhancing the Counseling profession through recognition of excellence in our field. Essay questions addressed Professional Counselor advocacy, multicultural counseling competency, social justice advocacy, and the Counseling Compact. CACREP and CSI awarded Brooke Parker (University of North Georgia, entry-level student category) and Son-Ah Kho (University of Wyoming, doctoral student category) with first place awards for their essays.

Resources

Accreditation Resources



Advocacy by CACREP



CACREP Perspectives



Instructional Resources



Grants and RFPs



Program Liaison Support



FINANCIAL STATEMENTS

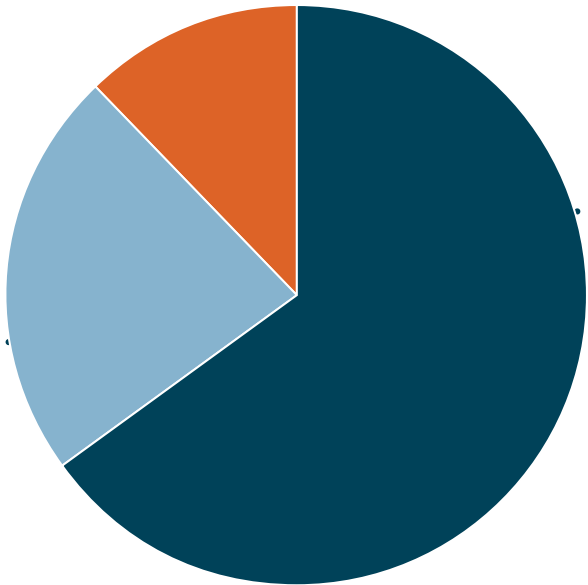
Below is a summary of revenue and expenses for FY 25. The annual independent audit for this year conducted by Kullman CPA, LLC, found all significant transactions were recognized in the financial statements in the proper period, and the valuation of contributed services and functional allocation of indirect expenses were reasonable in relation to the financial statement taken as a whole. They affirmed that financial statements were in accordance with generally accepted principles for non-profit organizations.

INCOME

Annual Fees	\$1,865,600
Accreditation Review Fees	\$658,313
Other	\$327,531
Total	\$2,851,444

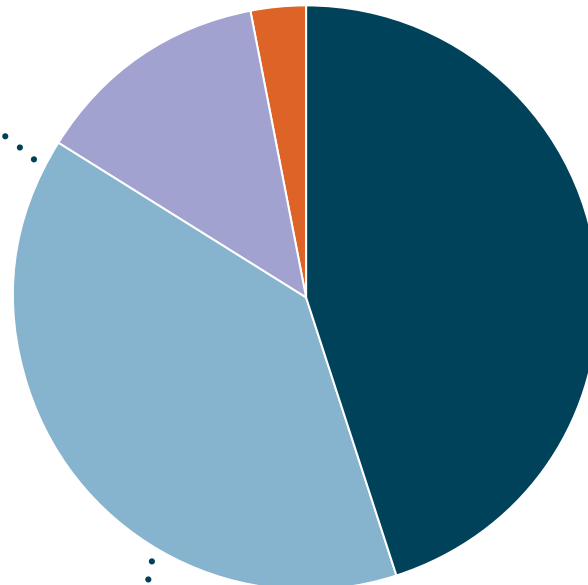
EXPENSES

Accreditation review	\$953,457
General Administration	\$1,087,326
Governance	\$324,842
Training	\$81,106
Total	\$2,446,731



Income:

- Annual Fees (65%)
- Accreditation Review Fees (23%)
- Other (12%)



Expenses:

- General Administration (45%)
- Accreditation Review (39%)
- Governance (13%)
- Training (3%)

IRCEP 2024-2025 UPDATES

During the 2024–2025 reporting period, IRCEP continued to strengthen its visibility, global engagement, and role as CACREP’s international affiliate. A major emphasis this year was expanding awareness of IRCEP recognition among counseling and psychology programs worldwide, including the addition of the IRCEP logo and recognized programs to the CACREP website directory, increased communication through CACREP channels, and ongoing outreach to prospective international programs. IRCEP also continued to respond to global counseling education needs by supporting conversations around accreditation, quality assurance, counselor preparation, and professional standards across diverse international contexts. Program inquiries and pending applications included institutions from Qatar, Spain, Greece, Malaysia, Puerto Rico, and Argentina, reflecting growing global interest in IRCEP recognition and the value of aligning counselor education programs with international standards of quality.

IRCEP also engaged in several significant professional and scholarly activities during the year. IRCEP representatives participated in the CHEA/CIQG Annual Conference in January 2025, where global trends in quality assurance, accreditation, and higher education recognition were explored. IRCEP was represented at the CA-CNEIP conference in Mexico in March 2025 through a presentation on innovations in the evaluation of educational programs in psychology and was later invited, in collaboration with CACREP, to contribute to a special dossier on evaluation and accreditation in higher education. IRCEP also prepared for participation in the 2025 International Association for Counseling Conference in Malta, where IRCEP Advisory Council members and collaborators were accepted to present on the global impact of integrating research to inform mental health practice. Additionally, IRCEP engaged in conversations with international partners in Singapore, Bhutan, Nigeria, Ukraine, India, and other regions, further supporting its mission to promote excellence, collaboration, and culturally responsive counselor education worldwide.

A central accomplishment of the year was continued work on the IRCEP Strategic Plan 2025–2030, including Advisory Council discussions focused on strengthening IRCEP’s goals, activities, and global partnerships. IRCEP also advanced conversations related to professional certification and training initiatives, including collaboration with counseling leaders in Bhutan and Singapore and discussions regarding telehealth counseling preparation. These efforts reflect IRCEP’s ongoing commitment to international collaboration, shared best practices, quality assurance, and the development of globally responsive counseling education programs that meet the needs of diverse communities.





**Interested in
becoming a CACREP
Site Team Member?**

Visit our [website](#) for
more information.

THANK YOU TO OUR 2024-2025 SITE TEAM MEMBERS

Dr. A. Appiah Boateng
Dr. A. Chen
Dr. A. Colburn Neuer
Dr. A. Diallo
Dr. A. Manis
Dr. A. Marbley
Dr. A. Milsom
Dr. A. Mitich
Dr. A. Shillingford
Dr. A. Turner Whittaker
Dr. A. Tuttle
Dr. A. Luedke
Dr. B. Chamberlin
Dr. B. Dallas
Dr. B. Freeman
Dr. B. Hagedorn
Dr. B. Noonan
Dr. B. Reiman
Dr. B. Sager Heinrich
Dr. C. Dahir
Dr. C. Elkins
Dr. C. Fisher
Dr. C. Murphy
Dr. C. Todd
Dr. C. Giddings
Dr. C. King
Dr. C. Rapisarda King
Dr. C. Rollins
Dr. D. Birdsong
Dr. D. Brown
Dr. D. Chen
Dr. D. Hudson
Dr. D. Melear

Dr. D. Moran
Dr. D. Schroeder
Dr. D. Scott
Dr. D. Stapleton
Dr. D. Stalknaker Shofner
Dr. D. Pender
Dr. D. Charnley
Dr. E. O'Brien
Dr. G. Bohner
Dr. G. Dansby Giles
Dr. G. Litherland
Dr. G. Rawls
Dr. G. Vera
Dr. H. Ambrose
Dr. H. Charnley
Dr. H. Coyt
Dr. H. Helm
Dr. H. Robertson
Dr. H. Rios
Dr. H. Valezquez Gonazalez
Dr. J. Campbell
Dr. J. Cook
Dr. J. Cox
Dr. J. Goshorn
Dr. J. Hicks
Dr. J. Jordan
Dr. J. Kiweewa
Dr. J. LeTourneau
Dr. J. Li
Dr. J. Luaka
Dr. J. Parsons
Dr. J. Taylor
Dr. K. Burton

Dr. K. Coker
Dr. K. Erickson
Dr. K. Grigg
Dr. K. Humphreys
Dr. K. James
Dr. K. Lister
Dr. K. Montague
Dr. K. NaYoung
Dr. K. Romsa
Dr. K. Schellin Rog
Dr. K. Sperandio
Dr. L. Black
Dr. L. Fish
Dr. L. Foster
Dr. L. Izzard
Dr. L. Solmonson
Dr. M. Accordino
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Dr. W. Lane Jr
Dr. Y. Castillo
Dr. Y. Edwards