



March 15th 2019

Dear Colleague,

The quick decision by the receiver of the institutions owned and operated by the Dream Center Education Holdings (DCEH) to close the Argosy University campuses on March 8th 2019 resulted in students and faculty being displaced and left to find a new home to continue academic pursuits and work on very short notice. This decision impacted CACREP-accredited programs: five campus-based Master's in Clinical Mental Health Counseling, four doctoral in Counselor Education and Supervision, and one online Master's in Clinical Mental Health Counseling.

CACREP is grateful to the numerous programs that very quickly stepped up to accept students through their typical student transfer policy, or made special accommodations for transfer of students, or accepted students and faculty to facilitate a teach-out.

CACREP recognizes that given the volume of students affected and the number of CACREP-accredited programs that have welcomed students, there may be a strong possibility that full compliance with the CACREP standards may be compromised. In an effort to provide support and a reprieve for the institutions/programs accepting transfer students from Argosy University, CACREP is offering a time-limited solution. CACREP will work, on a case-by-case basis, with any program that may find itself temporarily out of compliance with Standards which might affect their accreditation status.

Enclosed are Guidelines for such programs. If you have any questions, please do not hesitate to reach out to the CACREP staff. Thank you.

Sincerely,

M. Sylvia Fernandez

President & CEO

Substantive Change Report **Programs Accepting Transfer Students from Argosy University**

Option expires December 1, 2019

In accordance with CACREP's policy 8a *Significant Program Changes* and policy 8e *Substantive Change in an Accredited Program*, programs that enter into articulation agreements with programs under a teach-out plan or accept transfer students under extenuating circumstances need to attend to the impact it may have on their compliance with CACREP standards and their accreditation status.

In the event that the articulation agreement or acceptance of students under extenuating circumstances results in a program being temporarily out of compliance with the CACREP standards, the program needs to submit a Substantive Change report which, in addition to the specifications in the policy, needs to additionally address and document the:

- a. institution's standing with its regional accreditor (including whether a teach-out plan has been approved),
- b. extent to which it is out of compliance with the CACREP standards, in particular with the ones listed below,
- c. the steps and planned timeline for restoring compliance with the CACREP standards and being in good standing, and
- d. considerations of CACREP's Policy 1o multiple sites and/or Policy 1q multiple delivery methods, as applicable.

The matrix at the end of this document provides further guidance to help programs determine conditions under which a Substantive Change report needs to be submitted.

Programs that are accredited under the 2009 standards should call the CACREP office for further guidance on how to address the student assessment standards.

Entry-level Standards (For Master's programs only)

2009 2016

- I.M** 1.S To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.
- I.N** 1.T For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.
- I.Q** 3.S When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- 3.T When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour

or equivalent quarter credit hour course of a faculty member's teaching load assignment.

- I.R 3.U Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.
- III.B.3 3.V When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.
- I.AA.4 4.F The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.
- 4.G The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- 4.H The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

Doctoral-level Standards (For Doctoral programs only)

Doctoral programs need to address the following entry-level standards:

2009 2016

- I.M 1.S To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.
- I.N 1.T For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.
- III.B.3 3.V When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.
- I.AA.4 4.F The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the

following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

- 4.G The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- 4.H The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

Doctoral programs need to address the following doctoral-level standards:

2009 2016

- III.C 6.C.4 Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio
- III.C 6.C.5 Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

See chart on the next page to determine under which conditions the program is accepting Argosy University transfer students and the corresponding actions required.

Chart of Scenarios and Guidance to Programs

Transfer scenario	Transfer of individual students to or absorption of programs at the entry-level and/or doctoral level by institutions that do not already have CACREP-accredited programs.	Transfer of individual and/or small groups of entry-level and/or doctoral students to the same CACREP-accredited specialty area at another institution (e.g., CMHC → CMHC; CES → CES).	Transfer of larger numbers of students and/or absorption of an entire entry-level and/or doctoral specialty area (students and faculty) by an institution that has the same CACREP-accredited specialty areas (e.g., CMHC → CMHC; CES → CES). This includes programs with approved teach-out plans	Absorption of a doctoral program (students and faculty) by an institution that has a CACREP-accredited entry-level specialty but does not have a CES program, CACREP-accredited or not.
	<p>Accreditation is not transferable.</p> <p>Programs are encouraged to consider seeking CACREP accreditation.</p> <p>Contact the CACREP staff with any questions you may have about the CACREP accreditation process</p>	<p>The Counseling Program should conduct a detailed self-evaluation of how the numbers of students involved affect the accredited programs in relation to the standards and processes identified above by the Board including consideration of the multiple sites and/or multiple delivery methods policies, as applicable.</p> <p>If the self-evaluation reveals that transfer/absorption at the identified level <u>will not</u> put the program out of compliance in any of the areas identified above by the Board then no specific reporting is required at this time. The program should continue monitoring the impact of the additional students on the program and include students in the full-time equivalent (FTE) student figures in all future reporting.</p> <p>If the self-evaluation reveals that the transfer/absorption of the students at the identified level <u>will</u> put the program out of compliance with any of the areas identified above by the Board, the counseling program should submit a substantive change report as soon as possible.</p>	<p>The Counseling Program should conduct a detailed self-evaluation of how the numbers of students involved affect the accredited programs in relation to the standards and processes identified above by the Board including consideration of the multiple sites and/or multiple delivery methods policies, as applicable.</p> <p>If the self-evaluation reveals that transfer/absorption at the identified level <u>will not</u> put the program out of compliance in any of the areas identified above by the Board then no specific reporting is required at this time. The program should continue monitoring the impact of the additional students on the program and include students in the full-time equivalent (FTE) student figures in all future reporting.</p> <p>If the self-evaluation reveals that transfer/absorption of students at the identified level <u>will</u> put the program out of compliance with any of the areas identified above by the Board, the counseling program should submit a substantive change report as soon as possible.</p>	<p>Accreditation is not transferable, therefore, the accreditation of Argosy University does not transfer to the receiving program.</p> <p>The institution needs to make clear if the absorption of the doctoral program is under a teach-out plan or if the intent is to keep the doctoral program.</p> <p>If the intent is to keep the doctoral program, the institution will need to seek accreditation through the policy and procedures for adding a program during an accreditation cycle or through application for reaccreditation of all specialties at the institution (potentially early).</p>