

CACREP 2016 Standards	CACREP 2016 Standards Description	Digitally Delivered Additional Evidence	<b>Explanation</b> – CACREP has re-visioned digital delivery to include consideration of learning, delivery, engagement, and tools as defined in the Glossary of Digital Learning Terms. CACREP is now looking at programs through this lens and in a way that it has not before. In the required Digital Delivery report, programs should look at themselves through this same lens and respond to all the standards by reporting either (1) what has changed and how, relative to digital delivery OR (2) stating what is and has been in place, relative to digital delivery since its last accreditation review. Programs maintaining or adding digital delivery in any part must submit a report.
<b>Section 1: The Learning Environment</b>			
Standard 1.C	The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.	Provide evidence that the institution is committed to providing sufficient financial support to ensure continuity, quality, and effectiveness in program’s digital delivery learning environments.	Budget information to evidence support added for technology and human cost for digital delivery. CACREP has previously not asked for specificity for a new delivery format and is applying the paradigm shift to accreditation.
Standard 1.F	The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by	Provide evidence that learning resources are appropriate for and accessible to digital delivery program students and faculty.	Evidence outlining how the program ensures appropriateness of and accessibility to technology resources (has done or is doing). The assumption is that if programs are adding or increasing digital delivery, the program has

	<b>all counselor education program faculty and students.</b>		evaluated the appropriateness of the technology and determined how accessibility will be managed for all technology resources.
<b>Standard 1.G</b>	<b>The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.</b>	Provide evidence of sufficient technical support for digital program delivery to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research related to digital delivery.	Evidence of existing or expanded IT support for counselor education faculty and digital learners that aligns with all digital delivery technology resources. The resources for a digitally delivered program require different technology and support than in-person program delivery. This is necessary to be inclusive of and accessible to the digital learner and educator.
<b>Standard 1.H</b>	<b>The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.</b>	Provide evidence that the institution provides information to students in digitally delivered programs about personal counseling services provided by professionals other than counselor education program faculty and students, commensurate with services for in-person students.	Information about accessing personal counseling in the entire geographic market where digital learners reside must be available/provided to ensure equitable access for all digital learners.
<b>Standard 1.I</b>	<b>The institution provides adequate and appropriate access to counseling</b>	Provide evidence the digital delivery platforms comply	Given the potential expansion of program market, programs need to not only be compliant with legal and ethical

	<p><b>instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.</b></p>	<p>with legal and ethical requirements.</p>	<p>requirements of the platforms (HIPAA, HITECH, FERPA, etc.) but also compliant with applicable national and/or international laws regarding the use of technology.</p>
<p><b>THE ACADEMIC UNIT</b></p>			
<p><b>Standard 1.L</b></p>	<p><b>Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.</b></p>	<p>Provide evidence of Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study through digital delivery, (3) potential success in forming effective counseling relationships through digital delivery, and (4) respect for cultural differences.</p>	<p>The paradigm shift in distance education leads CACREP to viewing prospective digital learner aptitude to use technology and learn through digital delivery from a re-visioned lens and best practice in digital learning.</p>

<p><b>Standard 1.M</b></p>	<p><b>Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.</b></p>	<p>Provide evidence that before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated in accessible digital format and discussed. Students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, eligibility for licensure/certification is reviewed for the states in which the digitally delivered program is offered, digital delivery technology requirements are explicitly stated, and authentication process, requirements and costs for students associated with requirements for digital delivery program enrollment are discussed.</p>	<p>Given the expansion to include digital delivery, the digital learner/student handbook must be accessible in a digital format and location. There must be a clear statement of costs, required technology and technological skills, authentication process, program expectations of the digital learner, etc.</p>
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<p><b>Standard 1.N</b></p>	<p><b>The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.</b></p>	<p>Provide evidence that the student handbook includes a section specific to the navigation of digital delivery program expectations and the required learning management system.</p>	<p>The digital learner needs to know what support systems are in place and how to access them in order to meet the digitally delivered program expectations in the digital learner/student handbook.</p>
<p><b>Standard 1.O</b></p>	<p><b>Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical</b></p>	<p>Provide evidence of how the policy for student retention, remediation, and dismissal from the program will be implemented for digitally delivered programs in accordance with all current legal/ethical requirements</p>	<p>The procedure for implementing the policy is different for digital learners in the vicinity of the institution than it is for digital learners residing in locations away from the physical location of the program. The due process for the digital learner must be clearly stated.</p>

	<b>codes and standards of practice.</b>	(HIPAA, HITECH, FERPA, etc.).	
<b>Standard 1.P</b>	<b>Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.</b>	Provide evidence that all students enrolled in a digitally delivered program have an assigned advisor at all times during the program who helps them develop a planned program of study.	Given the potential for digital learners to be dispersed across time zones what policies, procedures, structures, and/or resources have been added or are in place to ensure access to an assigned advisor at all times.
<b>Standard 1.Q</b>	<b>The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.</b>	Provide evidence of strategies employed to create an inclusive learning community for digital delivery program students.	Faculty who teach in a digital environment may need to have additional and/or different skills and experiences. What steps has the program taken to ensure that faculty can create and support an inclusive learning community.
<b>Standard 1.V</b>	<b>Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.</b>	Provide evidence there is sufficient clerical assistance to support the workload of faculty and program activities in a digitally delivered program.	Digital delivery often requires different/higher demands of administrative and clerical support for faculty and the program and must be equitable for the faculty and program activities that impact workload requirements.
<b>FACULTY AND STAFF</b>			
<b>Standard 1.Y</b>	<b>Within the structure of the institution's policies, the core counselor education program faculty have the authority to</b>	Provide evidence that core faculty in the digitally delivered programs have the authority to determine or	In a digitally delivered program, core faculty may no longer be in the same location and must continue to have authority over the curriculum,

	determine program curricula and to establish operational policies and procedures for the program.	give final approval to the program curricula and operational and procedural policies for the program.	operational policies, and procedures. Additional steps may need to be taken to ensure continued authority and decision-making.
Standard 1.BB	All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.	Provide evidence that all core and noncore faculty have relevant preparation to teach digitally delivery of courses.	Original course development and instruction in a digital environment is different than that of in-person, therefore faculty must have training/preparation/experience to teach in this environment effectively and teach the course content effectively.

## Section 2: Professional Counseling Identity

CACREP 2016 Standards	CACREP 2016 Standards Description	Digitally Delivered Additional Evidence	Explanation
<b>FOUNDATION COUNSELING CURRICULUM</b>			
Standard 2.D	Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a	Provide evidence that digital course syllabi are available for review by all enrolled and prospective students that outline digital program requirements to monitor academic engagement, digital accessibility and regular and substantive interaction between students and instructors either through	Given the potential change in structure of instructional delivery and methods of digital learner engagement, syllabi for courses digitally delivered will need to reflect the course expectations in the digital environment. Additionally these syllabi must be accessible digitally.

	disability accommodation policy and procedure statement.	asynchronous or synchronous delivery.	
Standard 2.E	Current counseling-related research is infused in the curriculum.	Provide evidence that current counseling-related research is infused in the digitally delivered program curriculum.	In the digital environment, digital learners need to have access to research infused in the curriculum in a digital format.
Standard 2.F	The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.	Document where each of the lettered standards listed (1-8) is covered in the digitally delivered program curriculum.	Given the potential change in structure of instructional delivery, methods of digital learner engagement, changed activity, resources, etc., CACREP needs to know where these changes to lettered standards being addressed may have occurred.
<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>			
Standard 2.F.1.a	history and philosophy of the counseling profession and its specialty areas		
Standard 2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated		



	behavioral health care systems, including interagency and interorganizational collaboration and consultation		
Standard 2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams		
Standard 2.F.1.d	the role and process of the professional counselor advocating on behalf of the profession		
Standard 2.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients		
Standard 2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues		
Standard 2.F.1.g	professional counseling credentialing, including certification, licensure, and accreditation practices and		

	standards, and the effects of public policy on these issues		
Standard 2.F.1.h	current labor market information relevant to opportunities for practice within the counseling profession		
Standard 2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		
Standard 2.F.1.j	technology's impact on the counseling profession		
Standard 2.F.1.k	strategies for personal and professional self-evaluation and implications for practice		
Standard 2.F.1.l	self-care strategies appropriate to the counselor role		
Standard 2.F.1.m	the role of counseling supervision in the profession		
<b>SOCIAL AND CULTURAL DIVERSITY</b>			
Standard 2.F.2.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally		

Standard 2.F.2.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy		
Standard 2.F.2.	multicultural counseling competencies		
Standard 2.F.2.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others		
Standard 2.F.2.	the effects of power and privilege for counselors and clients		
Standard 2.F.2.	help-seeking behaviors of diverse clients		
Standard 2.F.2.	the impact of spiritual beliefs on clients' and counselors' worldviews		
Standard 2.F.2.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination		
<b>HUMAN GROWTH AND DEVELOPMENT</b>			
Standard 2.F.3.	theories of individual and family development across the lifespan		

Standard 2.F.3.	theories of learning		
Standard 2.F.3.	theories of normal and abnormal personality development		
Standard 2.F.3.	theories and etiology of addictions and addictive behaviors		
Standard 2.F.3.	biological, neurological, and physiological factors that affect human development, functioning, and behavior		
Standard 2.F.3.	systemic and environmental factors that affect human development, functioning, and behavior		
Standard 2.F.3.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan		
Standard 2.F.3.	a general framework for understanding differing abilities and strategies for differentiated interventions		
Standard 2.F.3.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan		
<b>CAREER DEVELOPMENT</b>			

Standard 2.F.4.	theories and models of career development, counseling, and decision making		
Standard 2.F.4.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors		
Standard 2.F.4.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems		
Standard 2.F.4.	approaches for assessing the conditions of the work environment on clients' life experiences		
Standard 2.F.4.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development		
Standard 2.F.4.	strategies for career development program planning, organization, implementation,		

	administration, and evaluation		
Standard 2.F.4.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy		
Standard 2.F.4.	strategies for facilitating client skill development for career, educational, and life-work planning and management		
Standard 2.F.4.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making		
Standard 2.F.4.	ethical and culturally relevant strategies for addressing career development		
<b>COUNSELING AND HELPING RELATIONSHIPS</b>			
Standard 2.F.5.	theories and models of counseling		
Standard 2.F.5.	a systems approach to conceptualizing clients		
Standard 2.F.5.	theories, models, and strategies for understanding and practicing consultation		
Standard 2.F.5.	ethical and culturally relevant strategies for establishing and maintaining in-person and		

	technology-assisted relationships		
Standard 2.F.5.	the impact of technology on the counseling process		
Standard 2.F.5.	counselor characteristics and behaviors that influence the counseling process		
Standard 2.F.5.	essential interviewing, counseling, and case conceptualization skills		
Standard 2.F.5.	developmentally relevant counseling treatment or intervention plans		
Standard 2.F.5.	development of measurable outcomes for clients		
Standard 2.F.5.	evidence-based counseling strategies and techniques for prevention and intervention		
Standard 2.F.5.	strategies to promote client understanding of and access to a variety of community-based resources		
Standard 2.F.5.	suicide prevention models and strategies		
Standard 2.F.5.	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid		

Standard 2.F.5.	processes for aiding students in developing a personal model of counseling		
<b>GROUP COUNSELING AND GROUP WORK</b>			
Standard 2.F.6.	theoretical foundations of group counseling and group work		
Standard 2.F.6.	dynamics associated with group process and development		
Standard 2.F.6.	therapeutic factors and how they contribute to group effectiveness		
Standard 2.F.6.	characteristics and functions of effective group leaders		
Standard 2.F.6.	approaches to group formation, including recruiting, screening, and selecting members		
Standard 2.F.6.	types of groups and other considerations that affect conducting groups in varied settings		
Standard 2.F.6.	ethical and culturally relevant strategies for designing and facilitating groups		
Standard 2.F.6.	direct experiences in which students participate as group members in a small group		



	activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term		
<b>ASSESSMENT AND TESTING</b>			
Standard 2.F.7.	historical perspectives concerning the nature and meaning of assessment and testing in counseling		
Standard 2.F.7.	methods of effectively preparing for and conducting initial assessment meetings		
Standard 2.F.7.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide		
Standard 2.F.7.	procedures for identifying trauma and abuse and for reporting abuse		
Standard 2.F.7.	use of assessments for diagnostic and intervention planning purposes		
Standard 2.F.7.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments		

Standard 2.F.7.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations		
Standard 2.F.7.	reliability and validity in the use of assessments		
Standard 2.F.7.	use of assessments relevant to academic/educational, career, personal, and social development		
Standard 2.F.7.	use of environmental assessments and systematic behavioral observations		
Standard 2.F.7.	use of symptom checklists, and personality and psychological testing		
Standard 2.F.7.	use of assessment results to diagnose developmental, behavioral, and mental disorders		
Standard 2.F.7.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results		
<b>RESEARCH AND PROGRAM EVALUATION</b>			

Standard 2.F.8.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice		
Standard 2.F.8.	identification of evidence-based counseling practices		
Standard 2.F.8.	needs assessments		
Standard 2.F.8.	development of outcome measures for counseling programs		
Standard 2.F.8.	evaluation of counseling interventions and programs		
Standard 2.F.8.	qualitative, quantitative, and mixed research methods		
Standard 2.F.8.	designs used in research and program evaluation		
Standard 2.F.8.	statistical methods used in conducting research and program evaluation		
Standard 2.F.8.	analysis and use of data in counseling		
Standard 2.F.8.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation		
<b>Section 3: Professional Practice</b>			

CACREP 2016 Standards	CACREP 2016 Standards Description	Digitally Delivered Additional Evidence	Explanation
<b>ENTRY-LEVEL PROFESSIONAL PRACTICE</b>			
<b>Standard 3.B</b>	<b>Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.</b>	Provide evidence of supervision of practicum and internship students in digitally delivered programs including program-appropriate audio/video recording and/or live supervision of student interactions with clients using a digital platform in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).	Any transmission of audio/video recordings of client sessions must be digitally secure and in compliance with applicable national and international laws and regulations.
<b>Standard 3.C</b>	<b>Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.</b>	Provide evidence of formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship using a digital platform and in accordance with all	Procedures for conducting evaluations for digital learners in the digital environment may be different than for in-person. Include evidence that any added or expanded digital platform used for formative and summative evaluations is compliant with applicable ethics and laws.

		current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).	
<b>PRACTICUM</b>			
<b>Standard 3.H</b>	<b>Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.</b>	Provide evidence that practicum students in digitally delivered programs have weekly synchronous interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.). If the weekly synchronous interaction with supervisors that averages one hour per week of individual and/or triadic supervision is provided in-person synchronously, please state that.	Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person (as defined in the glossary), please state that.

<p><b>Standard 3.I</b></p>	<p><b>Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</b></p>	<p>Provide evidence that practicum students in digitally delivered programs participate in an average of 1½ hours per week of synchronous group supervision on a regular schedule throughout the practicum using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.). If the average of 1½ hours per week of group supervision is provided in-person synchronously, please state that.</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person (as defined in the glossary), please state that.</p>
<p><b>INTERNSHIP</b></p>			
<p><b>Standard 3.L</b></p>	<p><b>Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is</b></p>	<p>Provide evidence that Internship students in digitally delivered programs have weekly synchronous interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship using a digital platform and</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person, please state that.</p>

	<p><b>under the supervision of a counselor education program faculty member.</b></p>	<p>in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.). If the weekly synchronous interaction with supervisors that averages one hour per week of individual and/or triadic supervision is provided in-person synchronously, please state that.</p>	
<p><b>Standard 3.M</b></p>	<p><b>Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</b></p>	<p>Provide evidence that Internship students in digitally delivered programs participate in an average of 1½ hours per week of group supervision on a regular synchronous schedule throughout the internship using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.). If the average of 1½ hours per week of group supervision is provided in-person synchronously, please state</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held solely in-person (as defined in the glossary), please state that.</p>

		that. If the average of 1½ hours per week of group supervision is provided in-person synchronously, please state that.	
<b>SUPERVISOR QUALIFICATIONS</b>			
<b>Standard 3.N</b>	<b>Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.</b>	Provide evidence that counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have relevant training and experience in supervision using a digital platform.	Providing supervision in a digital environment is different than that of in-person, therefore supervisors need training/preparation/experience to supervise in a digital environment securely and effectively and in compliance with applicable national and international laws and regulations. If supervision is held solely in-person (as defined in the glossary), please state that.
<b>Standard 3.P</b>	<b>Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the</b>	Provide evidence that supervisors have relevant training to deliver counseling supervision using digital platforms that comply with legal and ethical requirements.	Providing supervision in a digital environment is different than that of in-person, therefore supervisors need training/preparation/experience to supervise in the digital environment securely, effectively and in compliance with applicable national and international laws and regulations. If supervision is held solely in-person (as defined in the glossary), please state that.



	program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.		
Standard 3.Q	Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.	Provide evidence that orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors using the required digital platforms and in accordance with all current legal and ethical requirements (HIPAA, HITECH, FERPA, etc.).	Given that site supervisors may be geographically dispersed, program faculty should be providing relevant and accessible orientation, consultation, and professional development opportunities to site supervisor through resources that are digitally secure and in compliance with applicable national and international laws and regulations.
<b>Section 4: Evaluation in the Program</b>		<b>Section 4: Evaluation in the Program</b>	
<b>CACREP 2016 Standards</b>	<b>CACREP 2016 Standards Description</b>	<b>Digitally Delivered Additional Evidence</b>	<b>Explanation</b>
<b>EVALUATION OF THE PROGRAM</b>		<b>Digitally Delivered Additional Evidence</b>	<b>Explanation/Rationale</b>

<p><b>Standard 4.A</b></p>	<p><b>Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.</b></p>	<p>Provide evidence of how the program will implement a documented, empirically based plan for systematically evaluating the program objectives, including student learning in a digitally delivered program in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).</p>	<p>The procedures for implementing the evaluation plan may be different for the digitally delivered program than for an in-person program. If expanding or adding procedures and/or digital technology for evaluation of the program, offer evidence that the process and the technology used is digitally secure and in compliance with applicable national and international laws and regulations.</p>
<p><b>Standard 4.C</b></p>	<p><b>Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.</b></p>	<p>Provide evidence that the counselor education program faculty use program evaluation data to inform program modifications for digitally delivered programs.</p>	<p>Your processes for using data to inform program modifications relevant to digital delivery may have changed, therefore CACREP needs to understand how your program is addressing any adjustments. (Market expansion/scalability may impact your processes). If nothing has changed in your process for using data to inform program modifications, please state that.</p>

**ASSESSMENT OF STUDENTS**

<p><b>Standard 4.F</b></p>	<p><b>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.</b></p>	<p>Provide evidence of how the counselor education program faculty systematically assesses students in a digitally delivered program’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills in a digitally delivered environment and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).</p>	<p>The procedures may be different for assessing digital learner in a digitally delivered program than in an in-person program. Your procedures and/or digital technology for evaluation of the program may have expanded or changed, therefore CACREP needs to understand how the added or expanded processes and technology support systematic assessment of digital learner learning, are digitally secure, and in compliance with applicable national and international laws and regulations.</p>
<p><b>Standard 4.H</b></p>	<p><b>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.</b></p>	<p>Provide evidence that the counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention,</p>	<p>Given that digital learners may be geographically dispersed, the procedures for implementation of retention, remediation, and dismissal may be different in a digitally delivered program than in an in-person program, therefore CACREP needs to ensure that the</p>

		remediation, and dismissal in a digitally delivered program and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).	procedures and technology used are digitally secure and in compliance with applicable national and international laws and regulations.
<b>EVALUATION OF FACULTY AND SUPERVISORS</b>			
<b>Standard 4.I</b>	<b>Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.</b>	Provide evidence that written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty in a digitally delivered program and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).	The procedures may be different for assessing faculty in a digitally delivered program than in an in-person program. Your procedures and/or digital technology for evaluation of the program may have expanded or changed, therefore CACREP needs to understand how the added or expanded processes and technology support systematic assessment of faculty, are digitally secure, and in compliance with applicable national and international laws and regulations.
<b>Standard 4.J</b>	<b>Students have regular, systematic opportunities to formally evaluate counselor education program faculty.</b>	Provide evidence that students have regular, systematic opportunities to formally evaluate counselor education program faculty in a digitally delivered program and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).	Given that digital learners may be geographically dispersed, systematic opportunities for evaluating faculty may be different in a digitally delivered program than in an in-person program, therefore CACREP needs to ensure that the procedures and technology used are digitally secure and in compliance with applicable national and international laws and regulations.

<p><b>Standard 4.K</b></p>	<p><b>Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.</b></p>	<p>Provide evidence that students have regular, systematic opportunities to formally evaluate practicum and internship supervisors in a digitally delivered program and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).</p>	<p>Given that digital learners may be geographically dispersed, the systematic opportunities for evaluating site supervisor may be different in a digitally delivered program than in an in-person program, therefore CACREP needs to ensure that the procedures and technology used are digitally secure and in compliance with applicable national and international laws and regulations.</p>
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**SECTION 6: COUNSELOR EDUCATION AND SUPERVISION**

<p><b>CACREP 2016 Standards</b></p>	<p><b>CACREP 2016 Standards Description</b></p>	<p><b>Digitally Delivered Additional Evidence</b></p>	<p><b>Explanation</b></p>
<p><b>THE PROGRAM</b></p>			
<p><b>Standard 6.A.2</b></p>	<p><b>Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession</b></p>	<p>Provide evidence of how the digitally delivered program (a) extends the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepares students to inform professional practice by generating new knowledge for the profession, (c) supports faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d)</p>	<p>Given the expansion to include digital delivery, the doctoral program must offer resources to meet items a-d in this standards and those resources must accessible to all learners.</p>

	and/or their area(s) of specialization.	equips students to assume positions of leadership in the profession and/or their area(s) of specialization.	
<b>Standard 6.A.3</b>	<b>Doctoral program admission criteria include (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.</b>	Provide evidence that doctoral program admission criteria include (a) academic aptitude in a digitally delivered program for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.	The paradigm shift in distance education leads CACREP to viewing prospective digital learner aptitude to use technology and learn through digital delivery from a re-visioned lens and best practice in digital learning.
<b>B. DOCTORAL PROFESSIONAL IDENTITY</b>			
	<b>Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership</b>	Provide evidence of where standards for each of the five doctoral core areas of counseling (6.B.1.a-f), supervision (6.B.2.a-k), teaching (6.B.3.a-i), research and scholarship (6.B.4.a-l),	Given the potential change in structure of instructional delivery, methods of digital learner engagement, changed activity, resources, etc., CACREP needs to know where changes to the five doctoral core area standards being addressed may have occurred.

	and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.	and leadership and advocacy (6.B.5.a-1) are covered in the digitally delivered program curriculum.	
<b>COUNSELING</b>			
Standard 6.B.1.a	scholarly examination of theories relevant to counseling		
Standard 6.B.1.b	integration of theories relevant to counseling		
Standard 6.B.1.c	conceptualization of clients from multiple theoretical perspectives		
Standard 6.B.1.d	evidence-based counseling practices		
Standard 6.B.1.e	methods for evaluating counseling effectiveness		
Standard 6.B.1.f	ethical and culturally relevant counseling in multiple settings		
<b>SUPERVISION</b>			
Standard 6.B.2.a	purposes of clinical supervision		

Standard 6.B.2.b	theoretical frameworks and models of clinical supervision		
Standard 6.B.2.c	roles and relationships related to clinical supervision		
Standard 6.B.2.d	skills of clinical supervision		
Standard 6.B.2.e	opportunities for developing a personal style of clinical supervision		
Standard 6.B.2.f	assessment of supervisees' developmental level and other relevant characteristics		
Standard 6.B.2.g	modalities of clinical supervision and the use of technology		
Standard 6.B.2.h	administrative procedures and responsibilities related to clinical supervision		
Standard 6.B.2.I	evaluation, remediation, and gatekeeping in clinical supervision		
Standard 6.B.2.j	legal and ethical issues and responsibilities in clinical supervision		
Standard 6.B.2.k	culturally relevant strategies for conducting clinical supervision		
<b>TEACHING</b>			



Standard 6.B.3.a	roles and responsibilities related to educating counselors		
Standard 6.B.3.b	pedagogy and teaching methods relevant to counselor education		
Standard 6.B.3.c	models of adult development and learning		
Standard 6.B.3.d	instructional and curriculum design, delivery, and evaluation methods relevant to counselor education		
Standard 6.B.3.e	effective approaches for online instruction		
Standard 6.B.3.f	screening, remediation, and gatekeeping functions relevant to teaching		
Standard 6.B.3.g	assessment of learning		
Standard 6.B.3.h	ethical and culturally relevant strategies used in counselor preparation		
Standard 6.B.3.I	the role of mentoring in counselor education		
<b>RESEARCH AND SCHOLARSHIP</b>			
Standard 6.B.4.a	research designs appropriate to quantitative and qualitative research questions		

Standard 6.B.4.b	univariate and multivariate research designs and data analysis methods		
Standard 6.B.4.c	qualitative designs and approaches to qualitative data analysis		
Standard 6.B.4.d	emergent research practices and processes		
Standard 6.B.4.e	models and methods of instrument design		
Standard 6.B.4.f	models and methods of program evaluation		
Standard 6.B.4.g	research questions appropriate for professional research and publication		
Standard 6.B.4.h	professional writing for journal and newsletter publication		
Standard 6.B.4.I	professional conference proposal preparation		
Standard 6.B.4.j	design and evaluation of research proposals for a human subjects/institutional review board review		
Standard 6.B.4.k	grant proposals and other sources of funding		
Standard 6.B.4.l	ethical and culturally relevant strategies for conducting research		

<b>LEADERSHIP AND ADVOCACY</b>			
Standard 6.B.5.a	theories and skills of leadership		
Standard 6.B.5.b	leadership and leadership development in professional organizations		
Standard 6.B.5.c	leadership in counselor education programs		
Standard 6.B.5.d	knowledge of accreditation standards and processes		
Standard 6.B.5.e	leadership, management, and administration in counseling organizations and other institutions		
Standard 6.B.5.f	leadership roles and strategies for responding to crises and disasters		
Standard 6.B.5.g	strategies of leadership in consultation		
Standard 6.B.5.h	current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession		
Standard 6.B.5.I	role of counselors and counselor educators advocating on behalf of the profession and professional identity		

Standard 6.B.5.j	models and competencies for advocating for clients at the individual, system, and policy levels		
Standard 6.B.5.k	strategies of leadership in relation to current multicultural and social justice issues		
Standard 6.B.5.l	ethical and culturally relevant leadership and advocacy practices		
<b>C. DOCTORAL LEVEL PRACTICUM AND INTERNSHIP</b>			
<b>PRACTICUM</b>			
Standard 6.C.3	Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.	Provide evidence that individuals serving as practicum supervisors have relevant training in counseling supervision using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.), in addition to requirements (1), (2), and (3) of this standard.	Providing supervision in a digital environment is different than that of in-person, therefore supervisors need training/preparation/experience to supervise in the digital environment securely, effectively and in compliance with applicable national and international laws and regulations. If supervision is held solely in-person (as defined in the glossary), please state that.

<p><b>Standard 6.C.4</b></p>	<p><b>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</b></p>	<p>Provide evidence that doctoral students in a digitally delivered program participate in an average of one hour per week of individual and/or triadic synchronous supervision throughout the practicum using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.). When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person (as defined in the glossary), please state that.</p>
<p><b>Standard 6.C.5</b></p>	<p><b>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</b></p>	<p>Provide evidence that digitally delivered group supervision is provided on a synchronous regular schedule with other students throughout the practicum by a counselor education program faculty member using a digital platform and</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person (as defined in the glossary), please state that.</p>

	<p>exceed a 1:12 faculty:student ratio.</p>	<p>in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.). Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.</p>	
<p><b>INTERNSHIP</b></p>			
<p><b>Standard 6.C.8</b></p>	<p><b>During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.</b></p>	<p>Provide evidence that during digitally delivered internships, the student receives an average of one hour per week of individual and/or triadic synchronous supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person (as defined in the glossary), please state that.</p>

<p><b>Standard 6.C.9</b></p>	<p><b>Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.</b></p>	<p>Provide evidence that during digitally delivered synchronous group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member a digital platform and in accordance with all current legal/ethical requirements (HIPAA, HITECH, FERPA, etc.).</p>	<p>Given that digital learners may be geographically dispersed, providing additional security to ensure confidentiality of supervisees and the content of the supervision session is important. If supervision is held in-person (as defined in the glossary), please state that.</p>
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