

Section 1: The Learning Environment			
CACREP 2016 Standards	CACREP 2016 Standards Description	Digitally Delivered Additional Evidence	Explanation - 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.
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 all counselor education program faculty and students.	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 evaluated the appropriateness of the

			technology and determined how accessibility will be managed for all technology resources.
Standard 1.G	The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.	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. This is necessary to be inclusive of and accessible to the digital learner and educator.
Standard 1.H	The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.	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.
Standard 1.I	The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are	Provide evidence the digital delivery platforms comply with legal and ethical requirements.	Given the potential expansion of program market, programs need to not only be compliant with legal and ethical requirements of the platforms (HIPAA, HITECH, FERPA, etc.) but also

	<p>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.</p>		<p>compliant with applicable national and/or international laws regarding the use of technology.</p>
THE ACADEMIC UNIT			
<p>Standard 1.L</p>	<p>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.</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>Standard 1.M</p>	<p>Before or at the beginning of the first term of enrollment in the academic unit, the</p>	<p>Provide evidence that before or at the beginning of the first term of enrollment in</p>	<p>The digital learner/student handbook must be accessible in a digital format and location. There must be a clear statement</p>

	<p>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.</p>	<p>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>of costs, required technology and technological skills, authentication process, program expectations of the digital learner, etc.</p>
<p>Standard 1.N</p>	<p>The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling</p>	<p>Provide evidence that the student handbook includes a section specific to the navigation of digital delivery program expectations and the</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>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.</p>	<p>required learning management system.</p>	
<p>Standard 1.Q</p>	<p>The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.</p>	<p>Provide evidence of strategies employed to create an inclusive learning community for digital delivery program students.</p>	<p>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.</p>
<p>Standard 1.V</p>	<p>Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.</p>	<p>Provide evidence there is sufficient clerical assistance to support the workload of faculty and program activities in a digitally delivered program.</p>	<p>Digital delivery often requires higher levels of administrative and clerical support for faculty and the program and must be equitable for the faculty and program activities that impact workload requirements.</p>
<p>FACULTY AND STAFF</p>			

<p>Standard 1.Y</p>	<p>Within the structure of the institution’s policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.</p>	<p>Provide evidence that core faculty in the digitally delivered programs have the authority to determine or give final approval to the program curricula and operational and procedural policies for the program.</p>	<p>In a digitally delivered program, core faculty may no longer be in the same location and must continue to have authority over the curriculum, operational policies, and procedures. Additional steps may need to be taken to ensure continued authority and decision-making.</p>
<p>Standard 1.BB</p>	<p>All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.</p>	<p>Provide evidence that all core and noncore faculty have relevant preparation to teach digitally delivery of courses.</p>	<p>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.</p>
<p>Section 2: Professional Counseling Identity</p>			
		<p>Digitally Delivered Additional Evidence</p>	<p>Explanation</p>
<p>FOUNDATION COUNSELING CURRICULUM</p>			
<p>Standard 2.D</p>	<p>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</p>	<p>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</p>	<p>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.</p>

	<p>outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.</p>	<p>accessibility and regular and substantive interaction between students and instructors either through asynchronous or synchronous delivery.</p>	
<p>Section 3: Professional Practice</p>			
<p>ENTRY-LEVEL PROFESSIONAL PRACTICE</p>		<p>Digitally Delivered Additional Evidence</p>	<p>Explanation</p>
<p>Standard 3.M</p>	<p>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.</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</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>

		supervision is provided in-person synchronously, please state that. If the average of 1½ hours per week of group supervision is provided in-person synchronously, please state that.	
SUPERVISOR QUALIFICATIONS			
Standard 3.P	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 program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.	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.
Section 4: Evaluation in the Program			

		Digitally Delivered Additional Evidence	Explanation
<i>No Section 4: Evaluation of the Program Standards Required for the Digital Delivery Update Report</i>			
SECTION 6: COUNSELOR EDUCATION AND SUPERVISION			
THE PROGRAM			
	<p>A. THE DOCTORAL LEARNING ENVIRONMENT Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs.</p>		
		Digitally Delivered Additional Evidence	Explanation

Standard 6.A.3	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.	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.
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