

# Standards for Digital Delivery Update Report

## CACREP 2016 Standards

### THE INSTITUTION

#### **Standard 1.C**

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.

#### **Standard 1.F**

Provide evidence that learning resources are appropriate for and accessible to digital delivery program students and faculty.

#### **Standard 1.G**

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.

#### **Standard 1.H**

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.

#### **Standard 1.I**

Provide evidence that digital delivery platforms comply with legal and ethical requirements.

### THE ACADEMIC UNIT

#### **Standard 1.L**

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 in a digitally delivered program, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

#### **Standard 1.M**

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.

**Standard 1.N**

Provide evidence that the student handbook includes a section specific to the navigation of digital delivery program expectations and the required learning management system.

**Standard 1.Q**

Provide evidence of strategies employed to create an inclusive learning community for digital delivery program students.

**Standard 1.V**

Provide evidence there is sufficient clerical assistance to support the workload of faculty in digital programs and program activities.

**FACULTY AND STAFF**

**Standard 1.Y**

Provide evidence that core faculty in the digital programs have the authority to determine or give final approval to the program curricula and operational and procedural policies for the program.

**Standard 1.BB**

Provide evidence that all core and noncore faculty have relevant preparation in relation to digital delivery of courses they teach.

**PROFESSIONAL COUNSELING IDENTITY**

**Standard 2.D**

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 asynchronous or synchronous delivery.

**PROFESSIONAL PRACTICE**

**Standard 3.M**

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, FERPA, etc.).

**Standard 3.P**

Provide evidence that site supervisors have relevant training in counseling supervision using a digital platform.

**Doctoral Standards**

**Standard 6.A.3**

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.