***CACREP Board-prescribed Digital Delivery Substantive Change***

In accordance with the following CACREP policies:

1. 1.o Programs Offered at Multiple In-Person Sites
2. 8.b Impact of Institutional Accreditation Decisions on CACREP Programs
3. 8.e Substantive Change in an Accredited Program

In light of the COVID-motivated change in higher education related to digital delivery, current practices, and the new understanding of the factors for effective distance learning, CACREP has developed guidelines for quality assurance. Programs integrating digital delivery must attend to the full impact of this delivery modality to include changes in synchronicity, increase in technology-assisted delivery, and possible market expansion all of which may have an effect on their continued compliance with CACREP standards, federal, state, and local regulations, and their accreditation status. Programs intending to offer international delivery of curriculum must consider additional complexities of international laws and regulations.

CACREP recognizes that the temporary transition to digital delivery in distance education for all programs was due to the COVID-19 pandemic. In support of this temporary transition, CACREP afforded all accredited programs an amnesty period to make programmatic accommodations while maintaining compliance with the CACREP standards and policies through August 15, 2021, without having to submit a Substantive Change report. Effective August 16, 2021, programs must transition back to **either** the delivery method approved by CACREP at its last review **or** to formalize any permanent substantive changes being made and secure all institutional internal approvals and that of the institution’s accreditor. Programs will have a grace period until July 15, 2022, to complete their transition.

Programs currently accredited by CACREP for on-ground and/or hybrid (including formerly considered hybrid) program type maintaining or adding digital delivery in any part of a single course or completely in more courses due to the pandemic, must submit the following ***CACREP Board-prescribed Digital Delivery Substantive Change report***. Programs adding a new pathway for students to complete the specialty area(s) or doctoral program must submit a separate Substantive Change Report as per [CACREP Policy 8.e.3](https://www.cacrep.org/for-programs/cacrep-policy-document/#policy8.e). The requested change can commence and be recognized only after the Board approves the Substantive Change Report***.***

CACREP Board-prescribed Digital Delivery Substantive Change Report

When completing this report please refer to the CACREP [Glossary for Digital Learning Terms.](https://www.cacrep.org/wp-content/uploads/2021/08/Glossary-of-Digital-Learning-Terms.pdf) The ***CACREP Board-prescribed Digital Delivery Substantive Change*** report must **address** that: (a) the institution’s accrediting agency has approved the change in delivery method, and (b) the program(s) is in compliance with CACREP’s Standards and Policies listed below:

**Name of Institution:** Click or tap here to enter text.

**Name of Person Completing report:** Click or tap here to enter text.

**Title of Person:** Click or tap here to enter text.

**Attestation:** I affirm that the information in this report is true and accurate to the best of my knowledge.

Please type your name to affirm the statement above: Click or tap here to enter text.

# Institutional Accreditation Information

Please indicate if the institutional accreditor has approved the program as a “distance education” program (distance education program with digitally delivered curriculum for CACREP) as per [**Policy 8.b**](https://www.cacrep.org/for-programs/cacrep-policy-document/#policy8.b) **Impact of Institutional Accreditation Decisions on CACREP Programs.**

* + Yes ☐ No

If yes, please ensure the program has documented evidence of their approval.

If no, please seek institutional approval **before** completing this CACREP Board-prescribed Digital Delivery Substantive Change Report

Click or tap here to enter text.

# CURRENT Program Accreditation Information (as of the last program review)

1. Complete the information in this section with your most recently received accreditation decision as the reference point (this date may be prior to the impact of COVID-19). Please indicate all accredited counseling specialty area(s) and doctoral program (if applicable), by completing the appropriate fields in the chart below. Please identify the locations of in-person campus (if applicable), type(s) of **CACREP-Approved** program, delivery methods, and the learning format(s) used to deliver curriculum (please refer to the CACREP [Glossary for Digital Learning Terms](https://www.cacrep.org/wp-content/uploads/2021/08/Glossary-of-Digital-Learning-Terms.pdf)) **check all that apply**:

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| **Program/Specialty** | **Location** | **Program Type** | **Delivery and Learning method** |
| **Distance (formerly online or hybrid)** | **On-ground** | **Digital asynchronous** | **digital synchronous** | **in-person synchronous (including****residencies)** |
| Addiction Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Career Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Clinical Mental Health Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Clinical Rehabilitation Counseling | Click or tap here to enter text. |  |  |  |  |  |
| College Counselingand Student Affairs | Click or tap here to enter text. |  |  |  |  |  |
| Marriage, Couple and Family Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Rehabilitation Counseling | Click or tap here to enter text. |  |  |  |  |  |
| School Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Doctoral: Counselor Education and Supervision | Click or tap here to enter text. |  |  |  |  |  |

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| **If your institution has the same specialty in more than one location, please enter each location on a separate row**. |
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1. Please indicate if all the accredited specialty areas above are accredited under the 2016 Standards:
	* Yes ☐ No

If no, please indicate the specialty area and identify the standards under which it is currently accredited. Click or tap here to enter text.

**Note:** Program(s) must apply the 2016 CACREP Standards to complete this report.

# Report Requirement Screening

1. Were you accredited as an in-person (to include hybrid, multiple delivery, and/or multiple sites) program in your last receive accreditation decision?

If No -Complete the Digital Delivery Update Report If Yes – Continue

1. How many courses does your program offer as distance education courses (curriculum digitally delivered or previously hybrid) Click or tap here to enter text.
2. How many courses does your program as on-ground courses (curriculum delivered in-person) Click or tap here to enter text.
3. Do you offer a clinical intensive/residency experience delivered in person within in your program?

No Yes

1. Are you delivering curriculum in your program in an expanded and/or different format than your last accreditation decision?

If No -Thank you, you have completed your required portion of this report. You are not required to complete any additional elements of this report. Please submit this report through the CACREP electronic portal with the field after this question blank.

If Yes – Continue

(NOTE: excerpt from Policy 8e: *Some changes may significantly affect the nature of the counseling program, curricula, identity of the faculty, and the allocation of resources. Such substantive changes initiated after the most recent review are not automatically included in the institution’s accreditation*.)

**If the program operates at multiple approved sites and/or through multiple approved delivery methods, the responses throughout the report below will need to address the overall program and provide disaggregated information/data by sites and/or delivery methods as applicable.**

# CHANGED Digital Delivery Substantive Change

Please indicate all accredited counseling specialty area(s) and doctoral program to which the change in delivery applies. Please indicate the **changes** in each respective counseling specialty area(s) and doctoral program (if applicable), by completing the appropriate fields in the chart below. Please identify the city and state location, type(s) of delivery methods, and the learning format(s) to represent the **substantive changes** to the above mentioned CACREP-approved programs check all that apply:

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| **Program/Specialty** | **Location** | **Program Type** | **Delivery and Learning methood** |
| **Distance (formerly online or hybrid)** | **On- Ground** | **digital asynchronous** | **digital synchronous** | **in-person synchronous (including****residencies)** |
| Addiction Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Career Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Clinical Mental Health Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Clinical Rehabilitation Counseling | Click or tap here to enter text. |  |  |  |  |  |
| College Counselingand Student Affairs | Click or tap here to enter text. |  |  |  |  |  |
| Marriage, Couple and Family Counseling | Click or tap here to enter text. |  |  |  |  |  |
| Rehabilitation Counseling | Click or tap here to enter text. |  |  |  |  |  |
| School Counseling | Click or tap here to enter text. |  |  |  |  |  |

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| Doctoral: Counselor Education and Supervision | Click or tap here to enter text. |  |  |  |  |  |
| **If your institution has the same specialty in more than one location or delivery method, please enter each location on a separate row**. |
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**Directions:** Please address the following CACREP 2016 Standard(s) impacted by the change to the digital delivery method. When completing this report please refer to the CACREP [Glossary for Digital Learning Terms.](https://www.cacrep.org/wp-content/uploads/2021/08/Glossary-of-Digital-Learning-Terms.pdf) Submit your institutional response in the column provided.

**If the program operates at multiple approved sites and/or through multiple approved delivery methods, the responses throughout the report below will need to address the overall program and provide disaggregated information/data by sites and/or delivery methods as applicable.**

Please note, The CACREP 2016 Standards **have not** changed.

The standards identified below require a narrative description that demonstrates continued compliance specific to digital delivery.

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| **1. THE INSTITUTION** | **Institutional Response**  |  |
| **Standard 1.C**The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in program’s [*distance/online courses using digital delivery*] learning environments. | Click or tap here to enter text. |  |
| **Standard 1.F**The institution provides learning resources are appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all [*distance education programs’*] counselor education faculty and students. | Click or tap here to enter text. |  |

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| **Standard 1.G**The institution provides technical support [*for digital delivery in distance education*] to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research [*related to digital delivery*]. | Click or tap here to enter text. |  |
| **Standard 1.H**the institution provides information to students in [*digitally delivered, distance education*] the program about personal counseling services provided by professionals other than counselor education program faculty and students [*commensurate with services for in-person students*]. | Click or tap here to enter text. |  |
| **Standard 1.I**The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) [*using digital delivery platforms comply with legal and ethical requirements*] 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. | Click or tap here to enter text. |  |

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| **1. THE ACADEMIC UNIT** | **Institutional Response** |  |

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| **Standard 1.L**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 [*including consideration for digital delivery*], (3) potential success in forming effective counseling relationships [*through digital tools*], and (4) respect for cultural differences. | Click or tap here to enter text. |  |
| **Standard 1.M**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 curriculum is offered, digital delivery technology requirements are explicitly stated, and authentication process, requirements and costs for students associated with required digital tools are discussed*]. | Click or tap here to enter text. |  |
| **Standard 1.N**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 | Click or tap here to enter text. |  |

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| 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[*and a section specific to the navigation of program expectations regarding digitally delivered curriculum and the required learning management system*]. |  |  |
| **Standard 1.O**Counselor education programs have and follow 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 codes and standards of practice [*and how it will be implemented for programs using digitally delivered curriculum in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 1.P**Students in entry-level programs [*enrolled in a program using any amount of digitally delivered curriculum*] have an assigned advisor at all times during the program who helps them develop a planned program of study. | Click or tap here to enter text. |  |
| **Standard 1.Q**The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create an inclusive learning | Click or tap here to enter text. |  |

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| community [*for students in a program using any amount of digitally delivered curriculum*]. |  |  |
| **Standard 1.V**Clerical assistance is available [*and sufficient*] to support faculty/program activities [*in a program using any amount of digitally delivered curriculum*] and is commensurate with that provided for similar graduate programs. | Click or tap here to enter text. |  |

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| **1. FACULTY AND STAFF** | **Institutional Response** |  |
| **Standard 1.Y**Within the structure of the institution’s policies, core counselor education faculty [*in the programs using any amount of digitally delivered curriculum*] have the authority to determine program curricula and to establish operational and procedural policies for the program. | Click or tap here to enter text. |  |
| **Standard 1.BB**All core and noncore counselor education faculty have relevant preparation and experience in relation to the [*digitally delivered curriculum*] they teach. | Click or tap here to enter text. |  |

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| **2. PROFESSIONAL COUNSELING IDENTITY** | **Institutional Response** |  |

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| **Standard 2.D**[*Course*] 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 disability accommodation policy and procedure statement [*and address program requirements to monitor academic engagement, digital accessibility and regular and substantive interaction between students, and instructors either through asynchronous or synchronous delivery when using any amount of digitally delivered curriculum*]. | Click or tap here to enter text. |  |
| **Standard 2.E**Current counseling-related research is infused [*and electronically available*] in the [*digitally delivered*] curriculum. | Click or tap here to enter text. |  |
| **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 [*digitally delivered*] curriculum. | Click or tap here to enter text. |  |

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| **3. PROFESSIONAL PRACTICE** | **Institutional Response** |  |

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| **Standard 3.B**Supervision of practicum and internship students [*in programs using any amount of digitally delivered curriculum*] includes program-appropriate audio/video recording and/or live supervision of students’ interactions with clients [*using a digital platform in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 3.C**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 current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 3.H**Practicum students [*in programs using any amount of digitally delivered curriculum*] 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, FERPA, etc.)*] 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. | Click or tap here to enter text. |  |

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| **Standard 3.I**Practicum students [*in programs using any amount of digitally delivered curriculum*] 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, FERPA, etc.)*]. If the average of 1½ hours per week of group supervision is provided in-person synchronously, please state that. | Click or tap here to enter text. |  |
| **Standard 3.L**Internship students [*in programs using any amount of digitally delivered curriculum*] 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 in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*], provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.. 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. | Click or tap here to enter text. |  |
| **Standard 3.M**Internship students [*in programs using any amount of digitally delivered curriculum*] participate in an average of 1½ hours per week of [synchronous] group supervision on a regular schedule throughout the internship [*using a digital platform and in accordance with all current legal/ethical* | Click or tap here to enter text. |  |

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| *requirements (HIPAA, FERPA, etc.)*]. 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. If the average of 1½ hours per week of group supervision is provided in-person synchronously, please state that. |  |  |
| **Standard 3.N**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. [*in supervision using a digital platform*]. | Click or tap here to enter text. |  |
| **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 [*and experience*] in counseling supervision [*using a digital platform*]. | Click or tap here to enter text. |  |
| **Standard 3.Q**Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors [*in the use of digital platforms and in* | Click or tap here to enter text. |  |

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| *accordance with all current legal and ethical requirements (HIPAA, FERPA, etc.)*]. |  |  |

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| **4. EVALUATION OF THE PROGRAM** | **Institutional Response** |  |
| **Standard 4.A**Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning [*in a program using any amount of digitally delivered curriculum in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. 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 [*in all**curriculum delivery methods*]. | Click or tap here to enter text. |  |
| **Standard 4. C**Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications [*for programs using any amount of digitally delivered curriculum*]. | Click or tap here to enter text. |  |
| **Standard 4.F**The counselor education program faculty systematically assesses student’s [*in a program using any amount of digitally delivered* | Click or tap here to enter text. |  |

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| *curriculum*] progress throughout the program by examining student learning in relation to a combination of knowledge and skills [*in a digital environment and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. 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 |  |  |
| **Standard 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 [*in a program using any amount of digitally delivered curriculum and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 4.I**Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty [*in a program using any amount of digitally delivered curriculum and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 4.J**Students have regular, systematic opportunities to formally evaluate counselor education program faculty [*in a program using any amount of* | Click or tap here to enter text. |  |

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| *digitally delivered curriculum and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. |  |  |
| **Standard 4.K**Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors [*in a program using any amount of digitally delivered curriculum and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **CACREP Policies** | **Institutional Response** |  |
| **Policy 1.k. When CACREP Standards Conflict with State/Local Laws.** If CACREP Standards, policies, or procedures conflict with any local or state laws governing an institution, it is the responsibility of the applicant program to notify CACREP of the conflict and suggest one or more alternative resolutions that demonstrate the program’s willingness to meet the intent of the Standards, policies, or procedures in question.Upon receipt of the information, the CACREP Board will review the suggested resolutions and notify the institution’s and program’s leadership, in writing, if acceptable. If the suggested resolutions are not acceptable, the Board may suggest other possible resolutions to the program or inform the program that the proposed resolution is unacceptable. |  |  |
| **Policy 1.p** State **Licensure Policy.** Programs have an obligation to inform current and/or potential students whether the specific specialty area(s) |  |  |

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| qualify for state licensure and/or certification in the state(s) where their courses are offered. This obligation includes referring students to appropriate websites, documents, or courses for information about qualifying for credentials in states outside of where their courses are offered. |  |  |

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| **6. Doctoral Standards** | **Institutional Response** |  |
| **Standard 6.A.2**[*In*] doctoral programs [*using any amount of digitally delivered curriculum]* (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) equips students to assume positions of leadership in the profession and/or their area(s) of specialization. | Click or tap here to enter text. |  |
| **Standard 6.A.3**Doctoral program admission criteria include (a) academic aptitude for doctoral-level studies [*in a program using any amount of digitally delivered curriculum*]; (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. | Click or tap here to enter text. |  |

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| **Standard 6.B**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), and leadership and advocacy (6.B.5.a-l) are covered in the [*digitally delivered*] curriculum. | Click or tap here to enter text. |  |
| **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 [*using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 6.C.4**Doctoral students [*in a program using any amount of digitally delivered curriculum*] 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, 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. | Click or tap here to enter text. |  |
| **Standard 6.C.5**Group supervision is provided on a [*synchronous*] regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member | Click or tap here to enter text. |  |

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| [*using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio. |  |  |
| **Standard 6.C.8**During internships [*in a program using any amount of digitally delivered curriculum*], 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 [*using a digital platform and in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 6.C.9**Group supervision is provided on a [*synchronous*] regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member [*using a digital platform and in accordance with all current legal/ethical requirements (HIPAA,**FERPA, etc.)*]. | Click or tap here to enter text. |  |