***CACREP Board-prescribed Digital Delivery Update Submission Form***

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 approved for digital delivery must now attend to the full impact of this delivery modality using the new common and shared understanding of digitally delivered programs to include changes in synchronicity, changes 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 or already offering international delivery of curriculum must consider additional complexities of international laws and regulations.

CACREP recognizes that the temporary accommodations with digital delivery for 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 distance education/online must submit the ***CACREP Board-prescribed Digital Delivery Update*** report*.* Programs that have been previously approved for fully online (digital delivery (not including hybrid)) will need to submit this report given the new understanding and expectations of the factors for effective digital learning. 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 ***CACREP Board-prescribed Digital Delivery Update.***

**CACREP Board-prescribed Digital Delivery Update 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 Update*** 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) delivery method 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 Update Report.

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

1. Complete the information in this section with your most 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 Type** | **Delivery and Learning formats** | | |
| **Program/Specialty** | **Location(s) for in- person experiences** | **Online** | **asynchronous** | **digital synchronous** | **Physically in-person synchronous experiences** |
|  |  |  |  |  | **(How many and how long does a single event last)** |
| Addiction Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| Career Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| Clinical Mental Health Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| Clinical Rehabilitation Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| College Counseling and Student Affairs | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| Marriage, Couple and Family Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |

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| Rehabilitation Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| School Counseling | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| Doctoral: Counselor Education and Supervision | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
| **If your institution has the same specialty in more than one location, please enter each location on a separate row**. | | | | | |
| Click or tap here to enter text. | Click or tap here to enter text. |  |  |  | Click or tap here to enter text. |
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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.

**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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| **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 [*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 [*digital delivery program*] counselor education faculty and students | Click or tap here to enter text. |  |
| **Standard 1.G**  The institution provides technical support [*for digital program delivery*] to all counselor education program faculty and students to ensure access to information systems for learning, | Click or tap here to enter text. |  |

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| teaching, and research [*related to digital delivery*].. |  |  |
| **Standard 1.H**  the institution provides information to students in [*digitally delivered*] 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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| **THE ACADEMIC UNIT** | **Institutional Response** |  |
| **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 [*through digital delivery*], (3) potential success in forming effective counseling | Click or tap here to enter text. |  |

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| relationships [*through digital delivery*], and (4) respect for cultural differences. |  |  |
| **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 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*]. | 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 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 | Click or tap here to enter text. |  |

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| employment, and (7) policy for student retention, remediation, and dismissal from the program[*and a section specific to the navigation of digital delivery program expectations and the required learning management system*]. |  |  |
| **Standard 1.Q**  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 digitally delivered programs in accordance with all current legal/ethical requirements (HIPAA, FERPA, etc.)*]. | Click or tap here to enter text. |  |
| **Standard 1.V**  Clerical assistance is available [*and sufficient*] to support faculty/program activities [*in a digitally delivered program*] and is commensurate with that provided for similar graduate programs.. | Click or tap here to enter text. |  |

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| **FACULTY AND STAFF** | **Institutional Response** |  |
| **Standard 1.Y**  Within the structure of the institution’s policies, core counselor education faculty [*in the digitally delivered programs*] 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 | Click or tap here to enter text. |  |

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| in relation to the [*digitally delivered curriculum*] they teach. |  |  |

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| **PROFESSIONAL COUNSELING IDENTITY** | **Institutional Response** |  |
| **Standard 2.D**  [*Digital 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 digital program requirements to monitor academic engagement, digital accessibility and regular and substantive interaction between students, and instructors either through asynchronous or synchronous delivery*]. | Click or tap here to enter text. |  |

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| **PROFESSIONAL PRACTICE** | **Institutional Response** |  |
| **Standard 3.M**  Internship students [*in digitally delivered programs*] 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 requirements (HIPAA, FERPA, etc.)*]. Group supervision must be  provided by a counselor education program | Click or tap here to enter text. |  |

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| 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.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. |  |
| **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 |  |  |

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| 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) 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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| **Doctoral Standards** | **Institutional Response** |  |
| **Standard 6.A.3**  Doctoral program admission criteria include (a) academic aptitude for doctoral-level studies [*in a digitally delivered program*]; (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. |  |