



We thank you for your time spent taking this survey.
Your response has been recorded.

Below is a summary of your responses

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Introduction

Based on responses to CACREP's March 4, 2020 COVID-19 pandemic statement, and CACREP's optional August 2020 survey, it is clear that the impact of the pandemic on programs is profound. In an effort to respond effectively to the impact of COVID-19 on all programs, CACREP is **requiring** all accredited programs to complete a Special Report regarding COVID-19's impact on their ability to continue program operations while remaining compliant with CACREP standards and policies.

This report must be completed and submitted to CACREP by February 28, 2021.

This report is based on the 2016 CACREP standards. In an effort to support programs under the 2009 CACREP standards transition smoothly to the 2016 standards, please refer to the 2016 standards when responding to the report.

The specific purposes of this report are:

1. to memorialize the specific impact that the COVID-19 pandemic had on each program and any adjustments that have been made in order to continue program operations while remaining compliant with CACREP standards and policies,
2. to help inform CACREP Board post-pandemic decision-making regarding

all deviations made by programs impacted by the pandemic to continue program operations while remaining compliant with CACREP standards and policies, and

3. to identify best COVID-19 response practices to share among programs.

It is important that the Special Report be accurate and timely submitted, as it will become part of each program's accreditation record maintained by CACREP and used to support transition to a new post-pandemic normal.

NOTE: When the survey is complete you will be offered the opportunity to Download a PDF of your submitted report. Please retain this copy for your own records.

Instructions

1. Please complete all identifying information requested regarding your CACREP-accredited programs.
2. All CACREP standards are listed by section (Section 1: The Learning Environment: The Institution; Section 2: Professional Counseling Identity: The Foundation, etc.) followed by the standards for that section. Following the standards, relevant CACREP policies are listed. Please indicate all standards and policies for which the program and/or institution has provided accommodations as a result of COVID-19. If uncertain as to whether or not an action constitutes an accommodation, please err on the side of caution and report the action as an accommodation.
3. When selecting a standard and/or a policy for which accommodations have been provided, a text box will appear. In each text box, describe the specific nature of the accommodations. Be concise, as these narratives are limited to 300 characters.
4. After completing the report please certify for accuracy by providing signature(s) of the individual completing the report and a designated institution or program administrator.

Institution Name

Institution Type

- Public**
- Private for-profit
- Private non-profit

Program Delivery (as accredited pre-COVID-19)

- Single Site**
- Multiple Site
- Online

Institution Region

- North Atlantic Region (i.e., CT, DE, DC, ME, MA, NH, NJ, NY, PA, RI, VT)
- North Central Region (i.e., IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI)
- Rocky Mountain Region (i.e., CO, ID, MT, NM, UT, WY)
- Southern Region (i.e., AL, AR, FL, GA, KY, LA, MD, MS, NC, SC, TN, TX, VA, WV)**
- Western Region (i.e., AK, AZ, CA, HI, OR, WA)
- Program is located outside of the United States

Please indicate all locations at which you deliver/offer any CACREP accredited programs.

- AL
- AK
- AZ
- AR
- CA
- CO
- CT
- DE
- FL
- GA
- HI
- ID
- IL
- IN

- IA
- KS
- KY**
- LA
- ME
- MD
- MA
- MI
- MN
- MS
- MO
- MT
- NE
- NV
- NH
- NJ
- NM
- NY
- NC
- ND
- OH
- OK
- OR
- PA
- RI
- SC
- SD
- TN
- TX
- UT
- VT
- VA
- WA
- WV
- WI
- WI
- US Territories
- Other (please list)

Identify ALL CACREP-accredited specialties at the institution

- Addiction Counseling
- Career Counseling
- Clinical Mental Health Counseling**
- Clinical Rehabilitation Counseling
- College Counseling and Student Affairs
- Marriage, Couple, and Family Counseling**
- Rehabilitation Counseling
- School Counseling
- Doctoral-Counselor Education and Supervision

Section 1: The Learning Environment

The Institution- Standards A-I

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

- A. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.

- 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.

- D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.

- E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.

- 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.

- 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.**

Since March of 2020, the university's Center for Innovative Teaching and Learning sponsored various workshops, as well as individual faculty tutelage regarding on-line teaching and learning. See <https://www.wku.edu/citl/>

- 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.

- I. The institution provides adequate and appropriate access to counseling 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

- None

Section 1: The Learning Environment

The Academic Unit- Standards J-V

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

- J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

- 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, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

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 and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

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 employment, and (7) policy for student retention, remediation, and dismissal from the program.

O. 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 codes and standards of practice.

P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.

Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.

S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.

T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.

U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.

V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

None

Section 1: The Learning Environment
The Faculty and Staff- Standards W-DD

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

Y. 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.

Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.

AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.

BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.

CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit.

DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.

None

Section 2: Professional Counseling Identity

Foundation- Standards A-C

Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and For each selected standard(s) describe the specific accommodation in the text box provided. If the standard(s) on the page are not applicable click NONE to proceed.

A. The counselor education program has a publicly available mission statement and program objectives.

B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.

C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Other than attending face to face workshops or conferences, on a weekly basis we share information about free virtual professional development trainings being offered.

None

Section 2: Professional Counseling Identity

Counseling Curriculum- Standards D-F

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

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 disability accommodation

policy and procedure statement.

E. Current counseling-related research is infused in the curriculum.

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 (1-8) is covered in the curriculum.

None

Section 3: Professional Practice

Entry-Level Professional Practice- Standards A-E

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

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.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

None

Section 3: Professional Practice

Practicum- Standards F-I

1. Click on all boxes corresponding to standard(s) for which

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided.
3. A response for standard **G** is **REQUIRED.**

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.**

Given the difficulty in maintaining this kind of momentum during COVID, we have allowed students to collect hours after the closure of the fall semester into the winter term. This was accompanied by weekly supervision provided by a faculty member.

- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

- H. 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.**

See above

- I. 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.**

See above

Section 3: Professional Practice

Internship- Standards J-M

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided.
3. Responses for standards **J and K** are **REQUIRED.**

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**

Please see previous comments. All of our students were able to complete their practicum during

summer of 2020. We maintain very strong relationships with our site supervisors. Our Clinical Coordinator was in weekly contact with them regarding the status of our students' hours.

K. Internship students complete at least 240 clock hours of direct service.

See above.

- L. 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 under the supervision of a counselor education program faculty member.

- M. 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.

Section 3: Professional Practice

Supervisor Qualifications- Standards N-R

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

- 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.

- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

- 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.

- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

R. Written supervision agreements define the roles and responsibilities of the faculty

supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

None

Section 4: Evaluation in the Program

Evaluation of the Program- Standards A-E

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

A. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

None

Section 4: Evaluation in the Program

Assessment of Students- Standards F-H

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

- F. 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.

- G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

- 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.

None

Section 4: Evaluation in the Program

Evaluation of Faculty and Supervisors- Standards I-K

1. Click on all boxes corresponding to standard(s) for which accommodations have been made in order to continue program operations, and
2. For each selected standard(s) describe the specific accommodation in the text box provided or
3. If the standard(s) on the page are not applicable click NONE to proceed.

- I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.

J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.

K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.

None

Do you have a Doctoral Program?

Yes

No

CONGRATULATIONS!!
YOU HAVE COMPLETED ALL OF THE QUESTIONS PERTAINING TO
THE 2016 CACREP STANDARDS!
YOU WILL NOW MOVE ONTO QUESTIONS PERTAINING TO CACREP
POLICIES!



Identify from the [CACREP Policy document](#) which section(s) and policy accommodations have been given

Policies Governing the Pre-Application and Application Review Stages

1. Click on all boxes corresponding to policy(ies) for which

accommodations have been made in order to continue program operations, and

2. For each selected policy(ies) describe the specific accommodation in the text box provided.
3. Responses for policies **K**, **O**, and **Q** are **REQUIRED**.

a. Integrity of Process

b. Counseling Program Identity

c. Use of Program and Degree Titles

d. Equivalent Program Requirement (Less than Programs)

e. Graduate Level Coursework

f. Core Faculty

g. Curriculum Content

h. Duration of Practicum

i. Program Experimentation and Innovation

j. Review of Nontraditional Programs

k. When CACREP Standards Conflict with State/Local Laws

We do not face this in KY

l. Outcomes Reporting

m. Electronic Submission of Accreditation Documents

n. Programs with Time-Limited Cohorts

o. Programs Offered at Multiple Sites

We have one site.

p. State Licensure Policy

q. Programs Offered by Multiple Delivery Methods

Both of our programs are offered in similar delivery methods

Identify from the CACREP Policy document which section(s) and policy accommodations have been given

Policies Governing Timelines

1. Click on all boxes corresponding to policy(ies) for which accommodations have been made in order to continue program operations, and
2. For each selected policy(ies) describe the specific accommodation in the text box provided or
3. If the policy(ies) on the page are not applicable click NONE to proceed.

a. Accreditation Process Timeline

Still waiting for confirmation of a site visit.

b. On-site Visit Scheduling Requirements

The only issue here is that we were supposed to have a site visit last summer. No one can confirm with us when this will be rescheduled. We are a "live" program that continues to make adjustments informed by trends in mental health and the community.

c. Submission of Materials Following the Institutional Response

d. Materials Due for Board Decisions

e. Voluntary Withdrawal of Accreditation Status

f. Decision Notification Timeline

g. Extension of Accreditation Status

h. Meeting New Standards

None

Identify from the CACREP Policy document which section(s) and policy accommodations have been given

Policies Governing Program Changes Mid-Cycle

1. Click on all boxes corresponding to policy(ies) for which accommodations have been made in order to continue program operations, and
2. For each selected policy(ies) describe the specific accommodation in the text box provided or

3. If the policy(ies) on the page are not applicable click NONE to proceed.

a. Significant Program Changes

b. Impact of Institutional Accreditation Decisions on CACREP Programs

c. Use of Current Standards for Adding Program Accreditations Mid-cycle

d. Adding a Specialty Area or Program during an Accreditation Cycle

e. Substantive Change in an Accredited Program

None

Identify from the CACREP Policy document which section(s) and policy accommodations have been given

Policies Governing International Programs

1. Click on all boxes corresponding to policy(ies) for which accommodations have been made in order to continue program operations, and
2. For each selected policy(ies) describe the specific accommodation in the text box provided or
3. If the policy(ies) on the page are not applicable click NONE to proceed.

a. Consultation Requirement with International External Quality Assurance Entities

b. Use of CACREP Standards with International Programs

c. On-site Fees for Programs Offered Outside of the United States

None

Identify from the CACREP Policy document which section(s) and policy accommodations have been given

Policies Governing Transitions to New Standards

1. Click on all boxes corresponding to policy(ies) for which accommodations have been made in order to continue program operations, and

operations, and

2. For each selected policy(ies) describe the specific accommodation in the text box provided or
3. If the policy(ies) on the page are not applicable click NONE to proceed.

a. Use of New Standards Encouraged

b. Re-titling Programs or Degrees when New Standards are Adopted

c. Transitioning to a New Program Area Before All Students Have Graduated

None

This report does not include any Section 5: Entry-Level Specialty Area Standards or the Practice standards. If any CACREP standard, specialty standard or policy is a concern your institution has faced as a result of COVID-19 and made an accommodation, but was not previously addressed in this report please describe below.

1. Within 500 words please describe in the text box provided accommodations made not previously addressed in the report.

COVID-19 has not significantly impacted our programming. Our faculty have transitioned very well to offering course meetings through ZOOM. We also have ample tech and virtual pedagogical support at the university.

Characters remaining: 286

As a result of COVID-19 programs/institutions have made various temporary accommodations and changes to meet the needs of students. Please note any changes/accommodations submitted in this report that are being considered as permanent changes (500 character maximum).

If a student contracts COVID, we work with them by extending due dates and offering independent studies with faculty.

Characters remaining: 382

Due to the COVID-19 pandemic CACREP recognizes there are multiple factors that have impacted institutions and programs ability to maintain a CACREP accredited program outside of accreditation standards and policies.

Please describe in the text box provided any of those identified factors both current and being considered (e.g., state mandated consolidations). 500 character maximum

we have been able to maintain accreditation standards despite COVID.

Characters remaining: 432

Certification Statement

I understand that the information submitted in this report will become part of the accreditation record for the associated program(s) maintained by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and that this report does not replace any other reports required by CACREP (i.e. Substantitive Change, etc.).

I confirm I have shared the submitted information with all appropriate parties within my institution.


I certify that to the best of my knowledge and belief formed after reasonable inquiry that this information is true, accurate and complete.

This submission must include electronic signatures of the individual completing the report and the designated institution or program administrator.

In the text box below please indicate the names and titles of the individual completing the report and the designated institution or program administrator.

Jill Sauerheber PHD Professor and Dept Head Western Kentucky University

Signature Individual Completing Report




A handwritten signature in black ink, appearing to read 'Jill Sauerheber', is written within a rectangular box. The signature is fluid and cursive, starting with a large loop and ending with a horizontal stroke.

^

clear

Signature Designated Institution or Program Administrator



A handwritten signature in black ink is displayed within a rectangular box. The signature consists of a large, sweeping arch that descends into a series of connected, slightly wavy horizontal strokes. A small 'x' icon is located in the bottom-left corner of the box, and the word 'clear' is in the bottom-right corner.