



**COAMFTE**

Commission on Accreditation for  
Marriage and Family Therapy Education

## Hybrid/Blended Education Notification Form

### ***Definition for Distance Education:***

Distance education is a method of instruction where the faculty and/or supervisors and students engage in teaching and learning processes without being in the same physical location. Any aspect of a program offered through distance education (e.g., instruction, supervision, support services) should meet requirements outlined in the Accreditation Standards.

- To be considered a **hybrid/blended program**, the program must utilize both distance education and campus-based learning by demonstrating that twenty-five to fifty percent (25-50%) of the required courses are offered partially or fully online.
- Please provide information related to the change in delivery of courses resulting in 25-50% of courses offered partially or fully online.

### **Institutional Accreditation/Oversight**

1. Does the institution have appropriate approvals to deliver online programs (state approvals, regional/national accreditor)?

Yes

No

If no, please explain:

Click or tap here to enter text.

2. How have students been informed about the change in course delivery and distance education components of the program?

Students have been informed about the course delivery and distance education components of the program through the school website, program handbook, academic catalog, in-person, etc. <http://daybreak.edu/academic/distance.html>

### **Outcome-Based Education Framework (COAMFTE Standards Version 12.5, Key Elements I-B, I-C)**

1. Will the process for assessing student learning be the same for online programs?

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, please explain: Click or tap here to enter text.	

2. Were stakeholders and communities of interest involved in the decision pertaining to the change in instructional delivery for the online portion of the program?

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, please explain: Click or tap here to enter text.	

**Program Resources that Impact the Distance Education Delivery Method  
(COAMFTE Standards Version 12.5, 12.5, Key Elements I-C, II-B, III-C, III-E)**

1. Does the program have a monitoring system in place which ensures the reliability of technology systems, the integrity and security of data, and safeguards student and client information in accordance with applicable regulations and guidelines?

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, please explain: Click or tap here to enter text.	

2. Has the program's faculty been trained in hybrid and/or online instructional methods?

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, please explain: Click or tap here to enter text.	

3. Does the program follow policies and procedures which ensure that the student who

participates in the distance education courses is the same student who receives the credit for the courses?

Yes  No

If no, please explain:  
 Click or tap here to enter text.

4. Will the students' access to clinical resources change? (See COAMFTE 12.5 Glossary definition for Instructional and Clinical Resources):

Yes  No

If yes, please explain:  
 Click or tap here to enter text.

5. Will the students' clinical experience or supervision process change?

Yes  No

If yes, please explain:  
 Click or tap here to enter text.

**Curriculum & Regulatory Alignment Impacted by Distance Education Delivery Method (COAMFTE Standards Version 12.5, Key Elements III-B, III-C, III-E)**

1. Are students enrolled in the distance education program informed how the curriculum aligns with the **educational requirements** which satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice?

Yes  No

If no, please explain:  
 Click or tap here to enter text.

2. Are students enrolled in the hybrid program informed how the curriculum aligns with the **clinical practice requirements** which satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice?

Yes

No

If no, please explain:

Click or tap here to enter text.

3. Are students enrolled in the hybrid program informed how the curriculum aligns with the **foundational practice component** which align with the state/province/location in which the student physically resides or in which the student is completing the foundational practice component?

Yes

No

My program does not offer  
teletherapy or virtual supervision

If no, please explain:

Click or tap here to enter text.

4. If the program includes **teletherapy** and/or **virtual supervision** as part of the clinical practice experience, does the program have a policy which ensures that such practices are compliant with relevant federal, state, or provincial **regulatory requirements**?

Yes

No

My program does not offer  
teletherapy or virtual supervision

If no, please explain:

Click or tap here to enter text.