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INTRODUCTION
This report contains highlights of recent activities, changes, and initiatives that affect the specialized accredited programs within Capella University’s Counselor Education Unit (CEU). The CEU continues to focus on academic excellence through our curriculum, residency experiences, practicum and internship, and learner advising. A comprehensive assessment process guides program improvement at the course, program, and unit levels.

COUNSELOR EDUCATION UNIT (CEU)
The Counselor Education Unit at Capella University offers four advanced degree programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These are the MS in Clinical Mental Health Counseling (CMHC), the MS in Marriage and Family Counseling/Therapy (MFCT) program which is also accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the MS in School Counseling (SC) which is also accredited by the Council for the Accreditation of Education Preparation (CAEP), and the PhD in Counselor Education and Supervision (CES) programs. The CEU also offers the MS in Addiction Studies program, which is recognized by NAADAC, the Association for Addiction Professionals.

The CEU has primary responsibility and authority for preparing professional counselors and counselor educators. One of its major responsibilities is to ensure graduate degree programs that are part of the CEU adhere to best practices and national accreditation standards, and prepare learners to become competent clinicians and educators in their field.

Leadership changes for the CACREP/COAMFTE programs during 2018 included:
- Dr. Lisa McKenna transitioned from Faculty Chair for the Clinical Mental Health Counseling and Counselor Education and Supervision programs to Assistant Dean for the Counselor Education Unit.
- Dr. Amber Lange transitioned from core faculty to Faculty Chair for the Clinical Mental Health Counseling and Counselor Education and Supervision programs.

THE COUNSELOR EDUCATION UNIT MISSION STATEMENT
The Counselor Education Unit prepares adult learners committed to leadership, advocacy, and service to become professional counselors and counselor educators. Through our competency-based curriculum and comprehensive assessment program we ensure all learners have the knowledge and skills necessary to become practitioner-scholars. Our graduates are then prepared to serve a diverse population of clients across a variety of therapeutic settings and situations. We prepare our doctoral learners to serve as scholar-practitioners committed to the ethical practice of administration, teaching, supervision, and leadership in the counseling profession.

PROFESSIONAL STAFF
- Dr. Anna Hultquist – Dean of the School of Counseling and Human Services
- Dr. Lisa McKenna – Assistant Dean of the Counselor Education Unit
• Dr. Debra White – Faculty Chair, Fieldwork and Licensure
• Dr. Amber Lange – Faculty Chair of the MS in Clinical Mental Health Counseling and PhD in Counselor Education and Supervision Programs
• Dr. Carol Messmore – Faculty Chair and Program Director of the Marriage and Family Counseling/Therapy Program
• Dr. Joshua Stanley – Faculty Chair of the MS in School Counseling and MS in Addiction Studies
• Dr. Nan Kalke – Supervisor of Counselor Education Operations and Quality Improvement
• Kelley Anderson – College Portfolio Associate for program support
• Deanna Chapman – Senior Academic Associate for fieldwork
• Jon Dols – Academic Assistant for fieldwork

PROGRAM HIGHLIGHTS

MS Clinical Mental Health Counseling (CMHC)

The mission of the CACREP-accredited Clinical Mental Health Counseling program is to prepare master’s-level clinicians to work effectively with a diverse population of clients across diverse therapeutic settings and situations. Learners receive academic preparation and clinical training designed to instill high standards for professional practice based upon established ethical standards for counselors and sensitivity to the complex mental health needs of a multicultural society.

Key Program Modifications/Highlights

As a result of a quarterly review of program evaluation data and the program’s commitment to continual improvement, the Clinical Mental Health Counseling program completed course revisions across the curriculum to further enhance courses. Results of the revisions indicate a positive impact, as evidenced by end-of-course evaluation (EOCE) performance ratings from learners and an analysis of pre–post revision performance on assessments.

Data collected from CMHC learners registered in fieldwork courses, fieldwork site supervisors, and fieldwork faculty instructors indicate strong performance of learners on key learning outcomes evaluated during the fieldwork experience:

- Learners reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites.
- Site supervisors reported that fieldwork learners were well prepared to apply their knowledge, demonstrate a range of skills, and work competently and ethically with clients.

Additionally, learner, supervisor, and faculty feedback about the fieldwork experience was incorporated in making minor revisions to fieldwork courses and the learner Fieldwork Manual.
There were four additions to the Clinical Mental Health Counseling core faculty throughout 2018: Carrie VanMeter, Ph.D. (April 2018), Missy Fauser, Ph.D. (October 2018), Theresa Kascak, Ph.D. (January 2018), and Lisa Giovannelli, Ph.D. (July 2018).

**MS Marriage and Family Counseling/Therapy (MFCT)**

The mission of the COAMFTE and CACREP-accredited Marriage and Family Counseling/Therapy program is to prepare master’s level clinicians to work effectively with a diverse population of clients across various therapeutic settings and situations as couple and family therapists. Learners receive academic preparation and systemic clinical training designed to prepare them for work with sensitivity to the complex mental health needs of individuals and families within a multicultural society. The program curriculum, aligned with the 2016 CACREP standards and the version 12 COAMFTE standards, supports the high standards and rigor of professional practice based upon established ethical standards for counselors and therapists.

**Key Program Modifications/Highlights**

In the MFCT program in 2018, curriculum revisions were conducted to strengthen the alignment with professional accreditation standards to increase the development and use of professional clinical skills across assignments, and increase alignment of competencies.

The total number of MFCT fieldwork learners registered in their fieldwork experience increased over the past year. An optional practicum-preparation course developed to support learners as they make the transition from the academic setting into a clinical setting has proven effective. MFCT learners who self-identify as needing this extra assistance were able to make the transition to fieldwork successfully this past year. Data collected from MFCT learners registered in fieldwork courses, fieldwork site supervisors, and fieldwork faculty instructors indicated strong learner performance on key learning outcomes evaluated during the fieldwork experience:

- 95% of learners reported a high degree of satisfaction with their fieldwork experience and 98% reported that their own clinical growth and performance as excellent during 2018.
- 94% of learners rated the program as excellent or good at preparing them to work at their fieldwork site.
- 83% of Site Supervisors reported that they would offer a position to their intern if there was a position available at the site upon graduation.
- Site Supervisors reported that fieldwork students were well prepared to apply their knowledge, demonstrate a range of skills, and work competently and ethically with clients. 88% of Site Supervisors indicated interest in working with another Capella student.

Learner, supervisor, and faculty feedback about the fieldwork experience was incorporated in making minor revisions to the curriculum. All fieldwork courses, processes, and requirements maintain alignment with CACREP and COAMFTE Standards.
The MFCT program completed its first reaccreditation cycle for COAMFTE accreditation since initial accreditation in May 2013 and was reaccredited for the full cycle of 7 years, through May 2025.

The MFCT program was pleased to welcome Dr. Matt Pace as a new core faculty member.

School Counseling (SC)

The mission of the CACREP-accredited School Counseling program is to prepare master’s learners to assume leadership positions as school counselors serving diverse populations of students in public or private elementary, middle, and high school settings. Built on national standards and the comprehensive school counseling model of the American School Counselor Association, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs. Within the curriculum, there is an emphasis on assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and consultation with teachers, parents, and the community; and, advocacy for system change in the P-12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P-12 children and adolescents.

Key Program Modifications/Highlights

A number of curricular modifications were made in 2018 to strengthen alignment to the 2016 CACREP Standards and incorporate feedback from learners, faculty, site supervisors, and other stakeholders regarding pre-service preparation. With these curricular changes, the course sequence was updated to ensure appropriate scaffolding of the curriculum to better support development of learner professional identity, knowledge, and clinical skills in preparation for fieldwork.

Most learners in the school counseling program begin their fieldwork in the Fall Quarter to better align their schedules with the public school calendar. The number of learners enrolling in fieldwork has increased over the past year. Data collected from School Counseling learners registered in fieldwork courses, fieldwork Site Supervisors, and fieldwork faculty instructors indicate strong performance of learners on key learning outcomes evaluated during the fieldwork experience.

- Students reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites.
- Site Supervisors reported that fieldwork students were well prepared to apply their knowledge, demonstrate a range of skills, and work competently and ethically with students. Opportunities for growth in group counseling, crisis assessment and intervention, and use of assessment were indicated; course revisions have been made to enhance learner preparation for these activities in the field. 75.3% of site supervisors indicated interest in working with another Capella student.
Course revisions were completed on the Practicum, Internship 1, and Internship 2 courses based on feedback from learners, site supervisors, and faculty. Specifically, activities in the fieldwork courses were updated to better extend the work being done on site.

There were several additions to the core faculty in 2018: Dr. Nicole Holby, Dr. Felicia Moutry, and Dr. Megyn Shea were hired and began in October; Dr. Nicole Arcuri Sanders, who was already core faculty in the Counselor Education Unit, transferred to the area because of her dual specialization and licensure in both school counseling and clinical mental health.

Counselor Education and Supervision (CES)

The mission of the PhD in Counselor Education and Supervision program is to prepare scholar-practitioners for ethical practice of counseling, teaching, supervision, and research. Our program utilizes the highest professional standards of counselor educator and supervisor training in a climate of collaborative scholarly inquiry to ensure all learners have the knowledge and skills necessary to fully participate and enhance the counseling profession. We prepare our learners and graduates to assume counseling leadership positions at a regional, state, and national level.

Key Program Modifications/Highlights

In the CES program in 2018, curriculum revisions were conducted to support learning outcomes, strengthen alignment with industry standards, and ensure currency of material with field resources and practices, as well as with university policies, practices, and initiatives.

Data collected from EOCEs indicate high levels of learner satisfaction with: preparation for practicum; their own growth and performance; and their overall practicum experience. For internship, EOCE scores reflect high levels of learner satisfaction with course relevance and value; group supervision climate and value; overall quality of fieldwork instructors; overall satisfaction with supervised experiences; and overall quality of faculty supervisors across supervised experiences.

In 2018, of the two quarters where data was available from Site Supervisor surveys:

- 100% of site supervisors stated they would hire the intern and would be interested in accepting another intern.
- 100% of site supervisors were satisfied/very satisfied with fieldwork instructor communications.

INNOVATIVE PROCESSES SUPPORTING THE CEU

Action Analytics and CEU Assessment System

The Counselor Education Unit’s Assessment System provides a framework for the quarterly faculty-led review of curriculum, program procedures and policy, and learner development for the Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision programs. The Assessment Plan establishes the guidelines for the Action Analytics process. Within this comprehensive
assessment plan, faculty from each program review quarterly data to identify the program’s strengths and areas of opportunity, and to assess the program’s effectiveness in meeting its outcomes and professional standards.

**Faculty Advising Forum**

Learners in the Counselor Education Unit are assigned a faculty advisor to provide learners with guidance and support throughout the program. The Faculty Advising Forum (FAF) is the online courseroom available to learners throughout their programs to provide important program information, including academic, residency, and internship topics, and to support the learners’ personal and professional development. Each FAF courseroom is structured by geographic region, which allows for the sharing of regionally specific information and resources and an opportunity for learners to build their professional network. The FAF courserooms are aligned by program area and facilitated by a Counselor Education Unit faculty advisor. The Academic Learner Review that takes place within the FAF provides an opportunity for learners to consult with their program faculty advisor at key milestones throughout their graduate program.

The key milestones for MS learners occur during their first quarter of enrollment in the program, the quarter before enrolling in residency courses, and the quarter before graduation. Similarly, for doctoral learners the first milestone is the first quarter of enrollment, followed by the quarter targeted for fieldwork planning, and then the last quarter of fieldwork before the learner transitions to focusing only on the dissertation.

In the Academic Learner Review, the faculty advisor and learner meet to discuss the learner’s professional and personal development to define goals, address opportunities, and articulate the learner’s strengths. For learners who do not attend the meeting, faculty advisors complete an Academic Learner Review based on the learners’ academic transcript and other documentation as needed.

**HONOR SOCIETIES**

Capella’s Chi Sigma Iota chapter, Chi Upsilon Chi (CUC), is led by the Executive Board composed of Capella learners and guided by faculty advisors. CUC inducts new members during the MS and PhD residency events. Capella inducted 485 learners into Chi Upsilon Chi during 2018.

The Pi chapter of Delta Kappa International Marriage and Family Therapy Academic Honor Society inducts new members during the MS residency events. The chapter is led by the Executive Board, which comprises eight Capella learners and is guided by two faculty advisors. During 2018 the Pi chapter inducted 126 learners as members.

**LICENSURE**

The licensure specialists and the faculty chairs maintain communications with state licensure boards to verify curriculum and fieldwork alignments to state licensure requirements. Current information about licensure requirements, curriculum/fieldwork alignments, and recommendations about meeting additional state licensure requirements are maintained on a
Capella SharePoint site; this information is available to faculty and advisors, and the wording can be provided to learners who have questions about aligning their Capella coursework with their state licensure requirements.

An interactive licensure tool is also available for learners who wish to research requirements for licensure by state and type of license sought. The site maintains current information regarding alignment of program coursework with licensure requirements as well as links to state licensure board websites. Learners can submit a webform requesting assistance with state licensure concerns or questions and one of the licensure specialists will provide the information that is needed.

The Counselor Education Licensure Team meets weekly to address licensure-related issues. Faculty chairs work with the licensure specialist to develop curriculum alignments for their programs that demonstrate recommended course/fieldwork alignments for meeting state licensure requirements. Course alignment forms are submitted to state licensure boards for review and verification, as needed; formal approval is sought from boards which provide this type of written confirmation.

Licensure information and support at master’s residencies has included workshops and individual consultation with a licensure specialist.

**NATIONAL COUNSELOR EXAM**

Through the Graduate Student Application for the National Certified Counselor (GSA-NCC) program, Capella facilitates the application process for learners seeking this voluntary professional credential (the NCC). One requirement for attaining the credential is passing the National Counselor Exam (NCE). Though this is not an application for state licensure, the NCE is one of two exams that many states use for evidence that a practitioner is ready to practice independently. Students enrolled in a CACREP-accredited program are permitted to apply for the NCC and take the NCE in the final year of their program or up to one year after graduating as a student applicant.

The NCE is offered twice each year (April and October). Capella’s campus coordinator for the NCE works with qualified graduate learners in the CEU to register for and take the NCE during the final stages of their counselor education program. Results of the NCE are provided to Capella and are reviewed by faculty to inform potential curriculum revisions.

**CEU ADVISORY COUNCILS**

The Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision Advisory Councils each comprise key stakeholders such as faculty, practitioners/site supervisors, and learners/alumni. The councils meet quarterly to review program and accreditation updates, and to explore topics that are relevant to the enhancement and further development of the programs. Reports from the Advisory Council meetings are presented at CEU Governance Board meetings.

**ACADEMIC STANDARDS AND PROFESSIONAL FITNESS COMMITTEES**
The Counseling Programs Professional Standards and Academic Faculty Review Panels continue to promote the university’s commitment to support a growth-based review of learner needs, strengths, and academic/professional requirements. The committee is comprised of counseling faculty members from the School of Counseling and Human Services.

2018 PROGRAM DEMOGRAPHICS

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<th>MFCT</th>
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<th>CES</th>
<th>CEU Total</th>
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Faculty*

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<th>CES Total***</th>
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* The CES program is comprised of faculty across the CMHC, MFCT, and SC faculty.
**Program columns reflect the percentage of the total number of faculty in the program that self-identified as each ethnicity.
***The CEU total column reflects the percentage of the total number of faculty in the unit that self-identified as each ethnicity.
*The program columns reflect the percentage of the total number of faculty in the program that self-identified as each gender.

**The CEU total column reflects the percentage of the total number of faculty in the unit that self-identified as each gender.

### Site Supervisors

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