



2017 CEU ANNUAL REPORT
**COUNSELOR EDUCATION AND SUPERVISION
MARRIAGE AND FAMILY COUNSELING/THERAPY
MENTAL HEALTH COUNSELING
SCHOOL COUNSELING**

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INTRODUCTION

This report contains highlights of recent activities, changes, and initiatives that affect 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 improvements at the course, program, and unit levels.

COUNSELOR EDUCATION UNIT (CEU)

The Counselor Education Unit at Capella University offers four advanced accredited degree programs. These are the MS in Marriage and Family Counseling/Therapy (MFCT) program which is both CACREP and COAMFTE accredited, and the MS in Mental Health Counseling (MHC), MS in School Counseling (SC), and the PhD in Counselor Education and Supervision (CES) programs which are all CACREP accredited. The CEU also offers the MS in Addiction Studies program.

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 2017 included:

- Dr. Joshua Stanley transitioned from interim Faculty Chair to Faculty Chair for the School Counseling and Addictions programs.
- Dr. Carol Messmore transitioned from Interim Faculty Chair to Faculty Chair and Program Director for the Marriage and Family Counseling/Therapy program.
- Dr. Nan Kalke transitioned from Senior Academic Associate for CACREP operational support to Supervisor of Counselor Education Operations and Quality Improvement.

Two additional organizational/leadership changes were effective as of January 1, 2018:

- The Department of Counseling and Human Services in the Harold Abel School of Social and Behavioral Sciences transitioned to the School of Counseling and Human Services. The Counselor Education Unit transitioned into the newly formed school from the Department of Counseling and Human Services.
- Dr. Lisa McKenna transitioned from Faculty Chair of the CES and MHC programs to Assistant Dean for the School of Counseling and Human Services.
- Dr. Amie Manis was placed as the interim Faculty Chair for the CES and MHC 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 Counseling and Human Services
- Dr. Lisa McKenna – Assistant Dean of the Counseling Programs
- Dr. Amie Manis – Interim Faculty Chair of the MS in 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. Debra White – Faculty Chair of Counselor Education Fieldwork and Licensure
- Kelley Anderson – Senior Academic Associate for program support
- Deanna Chapman – Senior Academic Associate for fieldwork
- Dr. Nan Kalke – Supervisor of Counselor Education Operations and Quality Improvement

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 Counselor Education and Supervision program, Marriage and Family Counseling/Therapy program, Mental Health Counseling program, and School Counseling program. The Assessment Plan establishes the guidelines for the Action Analytics process. Within this comprehensive assessment plan, each program reviews 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

The Faculty Advising Forum (FAF) is an 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 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 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.

FIELDWORK, RESIDENCY, AND LICENSURE

Fieldwork

Resources and information about fieldwork located on the Counseling Department's Counselor Fieldwork Resources pages on Capella's internal website include the following:

- The CEU Fieldwork Manual, which provides current information about fieldwork requirements and processes and is updated annually
- Frequently Asked Questions documents, which are revised regularly to provide current fieldwork information specific to each program
- Information about CORE ELMS, Capella's online fieldwork documentation system, including application preparation and timeline resources; an application training module; links to licensure resources and the Learner Application Guide
- A Fieldwork Resources page, which includes four self-paced modules that provide information, resources, and processes to assist learners preparing for their fieldwork experience, and a Fieldwork Site tool that assists learners as they are locating potential practicum and internship sites in their communities;
- Informational materials that learners can provide to potential sites and supervisors
- A Fieldwork Help Desk offering telephone and email consultations to learners who have questions about preparing for the fieldwork experience

Designated faculty serve as Fieldwork Coordinators for each counselor education program that has a fieldwork component. The Fieldwork Coordinators review and approve all fieldwork sites and site supervisors.

Residency

MS in Marriage and Family Counseling/Therapy, MS in Mental Health Counseling, and MS in School Counseling

The two residency courses in the MFCT and MHC programs involve:

- **6 weeks of online coursework in a credit-bearing course.**
- **An intensive 5.5 day in-person residency** experience beginning with an opening session on Saturday morning of week 3 at 8 a.m. and lasting until closing at 11 a.m.

on Thursday morning of week 4. Each residency group is facilitated by one of our skilled Capella Counselor Education faculty members with expertise in their specific area of counseling. Track one groups enroll up to 16 learners and track two groups enroll up to 12 learners. Tracks are differentiated as follows:

- Track one focuses on relationship-building skills, counseling assessment skills, counseling theories, counseling goal setting, treatment planning and crisis intervention. These skills are taught through a variety of integrated lectures and clinical role playing in which the Capella learner has the opportunity to integrate their knowledge by role playing as both client and therapist so they have the opportunity to ascertain how their knowledge base is integrated in clinical practice.
- Track two of the clinical residency focuses on role playing and demonstration of clinical skills, facilitated discussions with their course instructor and peers, 10 hours of group counseling facilitation, assessment, diagnosis and treatment planning, and integration of clinical theories they have learned in their coursework.

PhD in Counselor Education and Supervision

The three residency courses in the CES program involve:

- **6 weeks of online coursework in a credit-bearing course.**
- **An intensive 2.5 day in-person residency** experience beginning on Thursday of week 3 and lasting until closing on Sunday afternoon of week 3. PhD residency tracks are differentiated as follows:
 - Track one focuses on applying research skills necessary to initiate the development of a dissertation research plan. Learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must complete PhD dissertation milestone 1 (Research Ethics Education).
 - Track two includes finalizing the research topic for the dissertation and earning research chair approval, and developing appropriate research questions. Track 2 learners must complete PhD dissertation milestone 2 (Topic Approval).
 - Track three focuses on the application of research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis, concluding with the approval of the dissertation research plan. Track 3 learners must complete PhD Dissertation milestone 5 (Research Plan Approval).

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 three faculty Advisors and one faculty lead. CUC inducts new members during the MS and PhD residency events. Capella inducted 490 learners into Chi Upsilon Chi during 2017. The total number of learners who have been inducted since the start of the chapter in 2009 is 4,048.

The Pi chapter of Delta Kappa International Academic Honor Society was established for the Capella University community in February 2016 and inducts new members during the MS residency events. The chapter is led by the Executive Board, which comprises six Capella learners and is guided by two faculty advisors. During 2017 the Pi chapter inducted 135 learners as members. The total number of learners, graduates, and faculty who have been inducted since the start of the chapter is 353.

Licensure

The licensure specialists and the chair for counselor education fieldwork and licensure 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). Deanna Chapman, 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. Pass rates for the Capella University counselor education learners taking the exam are:

2014: All three programs: 75.8%

2015: MS Marriage and Family Counseling Therapy: 76%
 MS Mental Health Counseling: 85%
 MS School Counseling: 100%

2016: MS Marriage and Family Counseling Therapy: 77%
 MS Mental Health Counseling: 79%
 MS School Counseling: 47%

2017: MS Marriage and Family Counseling Therapy: 73%
 MS Mental Health Counseling: 80%
 MS School Counseling: 73%

CEU ADVISORY COUNCILS

The Marriage and Family Counseling/Therapy, Mental Health Counseling, Counselor Education and Supervision, and School Counseling Advisory Councils each comprise faculty members, practitioners/site supervisors, learners, and graduates. 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 comprises counseling faculty members from the School of Counseling and Human Services.

PROGRAM DEMOGRAPHICS

Learners

Ethnicity	MHC	MFCT	SC	CES	CEU Total
American Indian or Alaska Native	.51%	.35%	.44%	.70%	.47%
Asian	.75%	1.97%	.88%	0%	1.02%
Black or African American	25.85%	29.77%	29.33%	26.76%	27.44%
Hispanics of any race	7.63%	8.52%	7.53%	4.93%	7.69%
Native Hawaiian or Pacific Islander	.09%	.42%	.35%	.70%	.24%

Ethnicity	MHC	MFCT	SC	CES	CEU Total
Nonresident Alien	.12%	.49%	.09%	.35%	.21%
Race Unspecified/unknown	16.33%	15.76%	16.37%	15.85%	16.19%
Two or more races	2.55%	3.73%	1.40%	3.87%	2.67%
White	46.17%	38.99%	43.61%	46.83%	44.08%

Gender	MHC	MFCT	SC	CES	CEU Total
Female	84.09%	88.95%	87.74%	84.86%	85.92%
Male	15.91%	11.05%	12.26%	15.14%	14.08%

Faculty

Ethnicity	MHC/CES*	MFCT*	SC*	CEU Total**
American Indian or Alaska Native	2%	5%	0%	3%
Asian or Pacific Islander	1%	4%	0%	2%
Black or African American	4%	9%	13%	8%
Hispanics of any race	2%	2%	4%	3%
Race Unspecified/unknown	20%	4%	30%	18%
White	70%	76%	53%	68%

*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.

Gender	MHC/CES*	MFCT*	SC*	CEU**
Female	74%	65%	81%	73%
Male	26%	35%	19%	27%

*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

Ethnicity	MHC	MFCT	SC	CES	CEU Total
American Indian or Alaska Native	.7%	.4%	.9%	0	.7%
Asian or Pacific Islander	2%	2%	.6%	0	2%
Black or African American	19%	19%	22%	33%	20%
Hispanics of any race	3%	5%	4%	0	4%
Race Unspecified/unknown	4%	5%	3%	17%	4%
Two or more races	3%	3%	2%	8%	3%

Ethnicity	MHC	MFCT	SC	CES	CEU Total
White	68%	65%	67%	42%	67%

Gender	MHC	MFCT	SC	CES	CEU Total
Female	75%	73%	86%	67%	78%
Male	24%	26%	13%	25%	21%
Unspecified	1%	1%	1%	8%	1%

PROGRAM HIGHLIGHTS

MS Mental Health Counseling (MHC)

The mission of the CACREP-accredited 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

Curriculum Modifications: In the MHC program in 2017, curriculum revisions were conducted to strengthen alignment with accreditation standards, update materials, and/or clarify language in instructions/rubrics as follows: Minor course revision = 58 courses; Full revision = 3 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.

In addition, Quality Matters recognition was approved for three courses: Assessment, Tests, and Measurements; Marriage and Family Systems; and Counseling and Advocacy with Diverse Populations.

- Fieldwork:
 - The total number of MHC learners registered in their fieldwork experience increased each quarter over the past four quarters.
 - Data collected from MHC 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. Over 40% of learners reported receiving offers of employment from their fieldwork 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. Over 80% indicated interest in working with another Capella learner.
- Learner, supervisor, and faculty feedback about the fieldwork experience was incorporated in making minor revisions to fieldwork courses and the learner Fieldwork Manual.
- All fieldwork courses, processes, and requirements maintain alignment with CACREP Standards.

Faculty: There were four additions to the mental health counseling core faculty throughout 2017: Dr. Clarrice King (April 2017); Theresa Kascsak and Mary Thomas (July 2017); and Dr. Nicole Arcuri (October 2017).

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

Curriculum Modifications: In the MFCT program in 2017, curriculum revisions were conducted to strengthen the alignment with professional accreditation standards to increase the development and use of professional clinical skills in several assignments. Revisions were made as follows: Minor revisions = 38; Full revision = 4 courses. Results of the revisions indicate a positive impact, as evidenced by an increased EOCE course quality ratings from learners across the revised courses.

In addition, Quality Matters recognition was approved for two courses: Marriage and Family Systems and Couple and Marital Therapy.

Fieldwork:

- The total number of MFCT fieldwork learners registered in their fieldwork experience increased in three of four quarters in 2017; MFCT faculty advisors continue concentrated efforts to reach out to learners who have yet to enter fieldwork to support the retention and completion rates for the program.
- 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:
 - Students reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites. Over 25% of students reported receiving offers of employment from their fieldwork sites. Over

80% 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. Over 80% indicated interest in working with another Capella student.
- Learner, supervisor and faculty feedback about the fieldwork experience was incorporated in making minor revisions to fieldwork courses and the learner Fieldwork Manual.
- All fieldwork courses, processes, and requirements maintain alignment with CACREP and COAMFTE Standards.

Accreditation: The MFCT program completed its first reaccreditation cycle for COAMFTE accreditation since initial accreditation in May 2013:

- The self-study was submitted to COAMFTE in April 2017.
- The self-study was accepted in June 2017, granting a site visit for October 2017.
- The site visit was completed October 30–31, 2017 at the Dallas residency.
- The program received a positive site visit report December 8, 2017.
- The program received notice on May 15, 2018 granting reaccreditation for a period of seven years with one stipulation.
- The program submitted a response to the stipulation on July 31, 2018. COAMFTE will review the response and determine whether the stipulation has been fully addressed for removal at the November 2018 commission meeting. The program expects to receive notification of the decision by the end of December 2018.

School Counseling (SC)

The mission of the CACREP-accredited School Counseling program is to prepare master's learners to work competently and ethically as school counselor practitioners serving diverse student populations. The combination of academic and clinical training prepares learners to utilize various counseling approaches when working with P-12 children and adolescents. Built on the nationally recognized standards and model of the American School Counselor Association, the School Counseling specialization offers a comprehensive approach for effective development, delivery, management, and evaluation of contemporary school counseling programs.

Key Program Modifications/Highlights

Curriculum Modifications: In the School Counseling program in 2017, curriculum revisions were conducted to provide academic credit for residencies and to align the practicum with the traditional public school calendar. Revisions were as follows: Full revisions = 3 courses; Addition = 1 course. In detail, these were:

- COUN5282 Developmental School Counseling and Student Services was retired and replaced with COUN5284 School Counseling Program Development and Evaluation.

This strengthened course content related to development, delivery, and evaluation of an evidence-based comprehensive school counseling program.

- The format of the school counseling residencies was revised to a credit-bearing model. This included the retirement of COUN5910 and COUN5911, the pre-practicum courses, in favor of 6-week courses, COUN-R5811 and COUN-R5813, which included the embedded face-to-face residency component.
- COUN6101 School Counseling Summer Practicum launched, providing learners the ability to begin their fieldwork at a time better aligned to the traditional public schools calendar. When opting for this start date, learners complete practicum across 15 weeks rather than 10.
- Results of the revisions indicate positive reception by learners and faculty, contributing to learner achievement of program outcomes.

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. In 2017, 151 learners began Practicum, representing a 31.8% increase in the number of learners beginning their fieldwork. Total enrollment in fieldwork from Q4 2017-Q3 2018 increased 20.3% over the same period, Q4 2016-Q3 2017.
- Data collected from 611 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.
- Learner, supervisor and faculty feedback about the fieldwork experience was incorporated in full revisions of the Practicum, Internship 1, and Internship 2 courses, which will launch in the second half of 2018. Specifically, activities in the fieldwork courses will be extensions of work being done on-site and will encourage learner self-reflection. Further, a project that spanned Internship 1 to Internship 2 was removed because many learners have to change their sites in order to complete work at multiple grade levels due to state licensure requirements.

Faculty: Dr. Joshua Stanley was appointed faculty chair for the School Counseling and Addiction Studies programs in July 2017 after holding the interim position since October 2016.

There were several additions to the core faculty throughout 2017: Dr. Denise Ebersole and Dr. Ellen Smith (January 2017); Dr. Stacey Guthrie and Dr. Kerri-Lynn Kriz (April 2017); and, Dr. Cynthia Crawford (October 2017).

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

Curriculum Modifications: In the CES program in 2017, 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. Revisions were made as follows: Minor revision = 33 courses; full revision = 3 courses. Results of the revisions point to a positive impact on learners, as evidenced by EOCE performance ratings from learners and an analysis of pre–post revision performance on assessments. In addition, the CES program launched credit-bearing residency courses in 2017, and reduced the required credits in the program to 72 quarter credits.

Comprehensive Exams: Over the course of 2017, 21 learners sat for the exam; the pass rate was 76%.

Fieldwork: Doctoral fieldwork comprises one quarter of practicum focused on supervised practice of advanced counseling skills, followed by two quarters of internship focused on supervised practice of teaching and supervision, along with a courseroom project focused on preparation to make a scholarly contribution to the field. Learners may also elect concurrent enrollment with dissertation during doctoral fieldwork.

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 2017, of the two quarters where data was available

- 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.

Alumni Feedback: Results from the Alumni Licensure and Accreditation Survey (ALAS) indicated that 100% of respondents had utilized Capella's Career Center, obtained new employment and engaged in scholarship.