

PhD in Counselor Education and Supervision (CES) Learner Handbook





CAPELLA

UNIVERSITY

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Introduction

The CACREP-accredited Doctor of Philosophy (PhD) in Counselor Education and Supervision (CES) degree program is designed for counseling professionals seeking to advance their careers within the counseling profession and/or gain leadership positions in academic, clinical, administrative, and supervision settings. Learners develop expertise in independent research, graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, administrators, and advanced practitioners in academic and clinical settings.

Counselor education (CE) training includes the acquisition of knowledge, skills, and behaviors that are fundamental to the counseling profession. The CES program provides learners with a strong theoretical foundation and clinical skills that support the development of the professional counselor. Counseling skills and abilities come with practice, time, and motivation to contribute toward improving society and helping others. We provide learners enrolled in the CES program with the opportunity to gain hands-on experience that supports clinical skill development. The CES program also provides the opportunity to learn from faculty, peers, and professional role models in support of the development of the program's professionally aligned competencies and professional practice dispositions.

Capella University's School of Social and Behavioral Sciences is committed to providing learners with a high-quality education. This handbook is designed to help facilitate the learner's developmental progress through their program of studies, including coursework, practicum/internship experiences, and the dissertation.

Mission of the School of Social and Behavioral Sciences

The School of Social and Behavioral Sciences provides innovative, learner-centered education that is competency-based, rigorous, relevant, and transformative. Our programs prepare graduates to be agents of systemic change in a diverse, complex, and ever-evolving society.

Mission of the PhD in Counselor Education and Supervision

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

To accomplish its mission and implement its goals, the doctoral program in CES is defined by five curricular themes: advanced clinical practice, clinical supervision, teaching, research, and leadership and advocacy.

Learning Outcomes Model

The CES program is committed to the learning outcomes model of education that is reflected in the scholar-practitioner model composed of Knowledge Acquisition, Behavioral Competence, and Inclusive Attitudes. Within this model, learners acquire knowledge in online courses through rigorous academic activities and in the acquisition of academic skill sets that support these elements of graduate study. Practicum and internship placements provide opportunities to apply knowledge and to demonstrate behavioral competencies relative to the degree program focus and use of academic competencies such as critical thinking, scholarly communication, and consistent progress toward degree completion. Within this framework, it is the expectation that all learners in the School of Social and Behavioral Sciences will embody an attitude of inclusiveness toward other learners, the faculty, and staff of Capella University. This value proposition is infused throughout the mission and goals of the school's degree offerings.

Learners in the PhD in CES program must demonstrate proficiency in the following program outcomes:

- Evaluate current theories and practices of the counseling profession to promote evidence-based practice, supervision, and teaching.
- Apply principles supporting personal and professional development, modeling exemplary comportment.
- Conduct valid, reliable, and ethical research that contributes to the knowledge base for the profession of counselor education and supervision.
- Advocate for social justice and the advancement of professional counseling.
- Apply professional codes of ethics, cultural competence, and legal standards to counselor education and supervision practice.
- Communicate professionally and effectively with diverse individuals and groups through written, verbal, and electronic formats.

CACREP Accreditation

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits counselor education programs that meet identified national standards for counselor training. Graduating from a CACREP-accredited program offers a level of distinction that can impact the attainment of licensure and certification and employment opportunities. The Capella University PhD CES program, the Master of Science (MS) in Clinical Mental Health Counseling, and the MS in School Counseling programs are all CACREP accredited.

Admission

To matriculate, Capella learners must meet all admission requirements, submit all admission documents, and accept their admission offer once admitted to the university. Specific admission requirements for all Capella programs are listed in the [Capella University Catalog](#) and in University Policy [2.01.01 Admission](#) and are available on the Capella website. For the CES doctoral program, applicants must have a minimum 3.25 GPA on the CACREP or CACREP-

equivalent master's degree and submit a Capella University Graduate Application, two goal statements, a resume, and two letters of recommendation.

Applicants submit their materials to Enrollment Services by the deadline (2 weeks before the start of the next quarter). Following processing in Enrollment Services and the Admissions, materials are sent to members of the CE faculty admission team to review application documents and evaluate each applicant's fitness for the profession using an evaluative rubric. This rubric assesses GPA from all prior institutions and the applicant's extended goal statements that state the rationale for applying, the influence of previous experiences (non-counseling related and counseling related) on the applicant's decision to apply, and a clear and appropriate description of future professional goals in counseling education and supervision. In addition, the evaluative rubric provides the opportunity for the faculty to assess the applicant's writing ability and recommendations in support of the application, as well as evaluate the two professional recommendations that solicit feedback on the applicant's readiness and fitness for the profession.

Admission decision recommendations include consideration of each applicant's:

- career goals and their relevance to the program
- aptitude for graduate-level study
- potential success in forming effective counseling relationships
- respect for cultural differences
- aptitude for doctoral-level research and writing

The faculty reviewer completes the evaluative rubric on a web form within 2 business days of receipt for initial applications and revision requests and 1 business day for a denial review. The decision options are to *admit*, *deny*, or *request a revision to the goal statement and/or letter(s) of recommendation*. If the case is initially denied, it is forwarded to another admissions committee reviewer. If a denial decision is made, the reviewer is asked to select one of the following: 1) applicant is invited to reapply in the future; or, 2) applicant has been determined to be inadmissible. Revision requests and final decisions are sent to the University Admissions Office, and Enrollment Services contacts the applicant to inform him or her of the revision request or decision.

Professional Expectations and Standards

The faculty in the CE programs in the School of Social and Behavioral Sciences and Capella University hold learners to the highest ethical and professional standards for the learning and practice associated with counselor education and supervision. The faculty place considerable importance on creating a learning environment in the courseroom, site-based learning (practicum and internships), and research-related experiences that are professionally stimulating, flexible to accommodate the needs of individual learners, and consistent with current knowledge in the profession.

Counselor Education Expectations

In all activities as a counselor education learner, the learner must:

- Meet the behavioral requirements, attitudinal standards, and code of conduct of the American Counseling Association Ethical Code.
- Demonstrate the capacity to receive supervisory feedback in many venues in a non-defensive and open manner. In this context, “non-defensive” might mean an appropriate appeal to the relevant higher authority (e.g., Counselor Education program director, assistant program director, or program-specific practicum/internship coordinator) using standard methods of evidence-based argumentation and scholarly discourse. “Non-defensive” acceptance of feedback does not preclude attempts to clarify and understand the feedback offered or its implications, nor are learners expected to accept inappropriate or erroneous feedback or feedback based on other than objective or accepted measures of trainee/intern progress with unreflective compliance.
- Demonstrate the ability to self-monitor, including recognizing where one’s performance or training may be substandard or insufficient and identifying reasonable ways to remedy the deficiency. Thus, “self-supervise” means to master a skill that demonstrates the attitudes or commitments essential to the ethical practice of counseling.
- Adhere to university policies as outlined on the Capella website:
<https://www.capella.edu/university-policies/>

Professional Preparation Standards

All CE faculty are obligated to uphold the professional preparation standards for counselor educators and supervisors in training. In accordance with the standards of CACREP and the appropriate codes of ethics, the CE programs are assigned the responsibility of monitoring the academic and professional growth of learners enrolled in the program.

Developmental assessment of CE learners may include but is not limited to academic readiness, academic integrity, learner preparedness, learner competence, ethical compliance, professional behavior, and fit for professional practice as a counselor. It should be noted that at any point in the CE program, any faculty member may express concerns about a learner’s performance to the CE program director and assistant program director. In accordance with CACREP standards, program faculty in the CE unit conduct a systematic developmental assessment of learners as they move through the program.

Professional Identity and Involvement

The CES program is committed to the development of a strong counselor identity. To support professional identity development, learners are encouraged to join and become involved with national and state professional counseling organizations and the Chi Upsilon Chi Chapter of Chi Sigma Iota, the international academic and professional honor society for counseling.

Professional Counseling Organizations

CES learners should pursue membership in professional associations and organizations that support their professional development and advocate for the counseling profession. At the national level, learners are strongly encouraged to seek membership in one, or more, of the national counseling associations:

- American Counseling Association (ACA) <https://www.counseling.org>
- American Mental Health Counselors Association (AMHCA) <https://www.amhca.org>
- Association for Counselor Education and Supervision (ACES) <https://acesonline.net>
- American School Counselor Association (ASCA) <https://www.schoolcounselor.org>

Learners can join national counseling associations at a student rate. The benefits of joining may include access to professional journals and member resources, and student discounts on professional conference registrations. Learners also are encouraged to explore state and local affiliates of these organizations to access local resources, networking, and mentoring.

Professional Involvement

In addition to membership in professional counseling organizations, CES learners are encouraged to attend professional conferences. The Faculty Advising Forum (FAF) courseroom includes a section on professional development, in which faculty advisors provide learners with information about recommended professional associations, national conference opportunities, and applications for awards offered by local and national professional associations.

Honor Society

Chi Upsilon Chi is Capella's chapter of Chi Sigma Iota, the counseling academic and professional honor society. This international honor society promotes professional excellence in counseling with a strong commitment to leadership, advocacy, and service to the community. Membership in Chi Sigma Iota is by invitation, open to both learners and graduates of CE programs. Learners must have registered for Internship 2 and have earned a grade point average of 3.5 or better on a 4.0 system. Membership emails go out twice a year—once in January (which coincides with Q1 and Q2) and once in June (which coincides with Q3 and Q4).

CES doctoral learners meeting eligibility requirements must:

1. be a learner in CACREP-accredited CES program;
2. have a minimum of 3.50 GPA;
3. be registered for Internship 2; and
4. have been invited for membership via their email address, then stored in their record.

Inductions will occur either on site during a MS residency or held virtually, and only if learners have met the requirements, received an invitation, chosen to join, and paid all necessary fees. Learners must pay their national dues, one-time chapter dues, and participate in the induction to be considered a full member of CSI and Chi Upsilon Chi.

Activities for Learners

Capella University offers a number of learner groups based on degree levels, subject areas, honor societies, and diverse learner populations. Information about the various groups is available on Campus under the *Community* tab at: <https://campus.capella.edu/community/home>

Professional Competence and Ethics

Key Performance Indicators

CACREP defines key performance indicators (KPIs) as “Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.” CE faculty have identified learner KPIs to assess learners at multiple points in time for each of CACREP’s five core doctoral areas. The performance indicators include at least two knowledge and two skill measurements in an activity (i.e., assignment) that is graded as part of a course. Table 1, below, lists KPIs by core area. Measurements are described in detail in the courses where KPIs are assessed.

Table 1. Alignment of the CACREP Core Standards with Program Key Performance Indicators

Core Area	Articulated Doctoral KPI
Advanced Counseling Practice	Demonstrates understanding and application of advanced counseling theories and techniques.
Supervision	Demonstrates understanding and application of the role of a clinical supervisor and supervision theories and techniques.
Research	Demonstrates an understanding and application of research methods and processes and professional scholarship.
Teaching	Demonstrates an understanding and application of teaching methods and processes relevant to educating counselors.
Leadership and Advocacy	Demonstrates an understanding and application of leadership and advocacy skills in counseling.

Data generated from learner performance on KPIs at an individual level are provided to faculty advisors to review and identify strengths and areas for growth with the learner during Academic Learner Reviews (ALRs), which happen during the learner’s first course, around the midpoint of the program, and in an internship course.

Professional Dispositions

Experiences in courses, Faculty Advising Forums, site-based learning (practicum), internship experiences, and dissertation are closely monitored to ensure CES learners are demonstrating appropriate professional behavior and integration of ethical practice and multicultural competence.

Learners are evaluated on the following key professional dispositions shown in Table 2 throughout their program.

Table 2. Characteristics of Professional Dispositions

Professional Disposition	Characteristics
Ethical Conduct	<ul style="list-style-type: none"> Exhibits a thorough knowledge of and behaves in accordance with professional, ethical standards. Integrates legal, ethical, and professional behavior in all activities.
Culturally Relevant Interpersonal Skills	<ul style="list-style-type: none"> Interacts with others in a manner that evidences emotional awareness, emotional control, and mutual respect. Works cooperatively with others (e.g., peers, faculty, supervisors). Clearly communicates ideas and concepts to encourage receptiveness of message. Provides objective feedback to peers grounded in theory and scholarly research.
Self-Awareness / Management	<ul style="list-style-type: none"> Has awareness of personal needs, values, strengths, challenges, feelings, and motivations that impact effectiveness as a counselor-in-training. Experiences self as a person of worth and value. Exhibits tolerance for stress and frustration. Recognizes and appropriately meet personal needs (physical, mental, social, and spiritual, etc.). Completes work by deadlines.
Openness to Feedback	<ul style="list-style-type: none"> Appropriately receives and uses constructive feedback from peers, faculty, staff, and clinical supervisors.
Embraces Diversity	<ul style="list-style-type: none"> Demonstrates cultural sensitivity and tolerance. Respects differences in multiple areas of identity, including but not limited to race, ethnicity, religion, sexuality, and politics. Is aware of their own identity and engages in ongoing self-discovery.
Alignment to the Profession	<ul style="list-style-type: none"> Demonstrates motivation to pursue graduate study in the chosen profession. The rationale for pursuing the chosen profession aligns with the values and mission of the profession. Goals for professional development are appropriate for the chosen profession.

Retention, Remediation, and Dismissal

The CE programs follow the institutional due process policies for learner retention, remediation, and dismissal from the program. Related procedures and university policies are available on Campus and <https://www.capella.edu/university-policies/>

Relevant university policies are the following:

- [2.02.10 Separation from the University](#)
- [3.01.01 Academic Integrity and Honesty](#)
- [3.01.04 Academic Standing](#)
- [3.04.07 Grading](#)
- [3.04.09 Appealing a Grade](#)
- [4.02.01 Learner Disability Accommodations](#)

- [4.02.02 Learner Code of Conduct](#)
- [4.02.03 Learner Grievance](#)
- [4.02.04 Discrimination, Harassment and Assault](#)

Professional Standards Committee – Faculty Review Panel

The CE programs hold learners to the counseling profession's ethical codes and standards of practice via the Professional Standards Committee and Faculty Review Panel (PSC-FRP). Evaluation of a learner's readiness for enrollment in one of the CE programs, continued movement through the coursework, approval for starting the practicum/internship experience, movement through practicum and internship, and for doctoral learners, the dissertation are conducted by faculty, staff, practicum site supervisors, internship faculty supervisors, or other professionals throughout the program (e.g., learner performance in the courseroom, at a teaching residency, or a practicum site). Any concerns are brought forward to the Professional Standards Committee and Faculty Review Panel (PSC-FRP) for investigation and action.

Referrals to the panel regarding learners' professional readiness and fitness for the counseling profession may be submitted by faculty, faculty coordinators or directors, or the dean. Referral form options include professional disposition concerns related to teaching, supervision, teaching at a residency on site, practicum/internship, and courseroom/other. The PSC-FRP will review the evidence for each case and provide an adequate opportunity to hear from all parties involved through synchronous meetings or in writing. Learners referred to PSC-FRP will receive email notification of the referral and will be provided the opportunity to appear before the PSC-FRP panel via teleconference. PSC-FRP panel meetings are scheduled within 30 calendar days of the learner notification of the referral. Upon receipt of the referral information, the Office of Academic and Community Standards (OACS) associate communicates with the learner requesting a response email acknowledging the referral and accepting the PSC-FRP panel meeting date/time.

The PSC-FRP panel renders a decision about the case that may include remediation designed to support a learner's development to align with professional standards following careful deliberation. All remediation plans include a description of specific behaviors that are of concern, the goals the learner will need to meet, required processes and activities, the manner in which goal achievement will be demonstrated, and the timeline for the remediation. Following the panel's decision, the learner will receive a summary notice that provides a review of the situation that led to a PSC-FRP referral, applicable professional standards or policies, information considered in the current deliberation (including any supportive measures that have been previously tried and whether those attempts were successful or failed, the panel's decision, panel recommendations and required learner actions, terms and conditions of required recommendations, and conditions of completion. In the event dismissal from the program is recommended, the academic associate from the OACS will provide the dean and Capella's attorney the opportunity to review the summary notice before it is distributed to the learner.

Learner Complaint and Appeal Processes

The learner complaint process is outlined in University Policy [4.02.03 Learner Grievance](#). The grade appeal process is outlined in University Policy [3.04.09 Appealing a Grade](#).

PSC-FRP Appeal Process

According to University Policy [3.01.04 Academic Standing](#), learners have the right to appeal an administrative withdrawal within 10 calendar days of being sent notification of the decision.

Should they decide to pursue this option, they email their intent to appeal to OACS@capella.edu. The request to appeal must be made in writing within the 10-calendar day period.

The OACS may decline consideration of an appeal if the appeal was not filed in a timely manner or a review of the evidence and record of the hearing concludes there are no viable grounds upon which to base an appeal. Viable grounds include a dispute of facts, severity of a sanction, irregularity in university procedures, or due process procedures. All decisions by the OACS are considered final.

Site-Based Learning: Practicum and Internship

Capella University's practicum and internship experiences (collectively known as site-based learning) are designed to extend learners' competencies in the areas of counseling practice, supervision, and teaching.

The practicum is the first step into professional site-based learning and enables learners to interact in a helping relationship with children, adolescents, individuals, couples, families, and/or groups in approved settings. The practicum experience is devoted to obtaining advanced clinical competencies, and the internships focus is on supervision and teaching practice. Upon successful completion of practicum requirements, learners move forward to the internship experience.

** Notably different from a master's level practicum, the CES practicum supervisor must hold a doctoral degree in counseling or closely related discipline. The supervised practicum experiences must be qualitatively new and expand upon existing practical experience. Additional information about practicum and internship can be found on Campus on the School of Social and Behavioral Sciences [Counseling Practicum/Internship](#) page. It also is essential to be familiar with all the policies and program requirements located in Capella's [University Catalog](#).*

Practicum and internship include both online courses and face-to-face practical experiences. During the online course components, learners review theoretical concepts and therapeutic principles, develop personal self-awareness, and explore problem-solving skills.

During the experiences, learners participate in live supervision, advance their counseling skills (practicum), and participate in teaching and supervision (internships) activities. Throughout the practicum/internship experiences, learners are responsible for performing counseling, teaching, supervision, and research activities, attending regular supervisory meetings, and documenting their time. Additionally, each learner is expected to exhibit professionalism in all aspects of the practicum/internship experience. This includes, but is not limited to, following through on

commitments and all internship assignments, communicating clearly, coordinating tasks in the event of an absence, and working through appropriate channels with questions or concerns. It is useful to remember that a proactive approach is always better than a reactive approach.

Prerequisites For Practicum and Internship

Coursework

All required prerequisites need to be completed before approval for starting practicum is granted. Learners should consult with their academic advisor for information to plan the timeline for their completion.

GPA

Learners need to demonstrate a cumulative GPA of 3.0 or higher to begin practicum. Learners whose GPAs are below 3.0 should contact Academic Advising to discuss the plans they should make to raise the GPA before applying for practicum.

Proof of Insurance

Learners should become a student member of their national counseling association (ACA, AMHCA, ASCA, or ACES) as part of their professional identity development. Many professional associations offer liability insurance coverage at little or no cost as part of student membership.

NOTE: Learners need to verify that the coverage provided by their professional organization meets the liability limits required by their practicum site.

Learners must provide proof of professional liability insurance coverage with their practicum application and maintain a current policy throughout the experience. If the policy expires during the practicum experience, it must be renewed. Insurance coverage should cover the learner's work being done within the capacity of a practicum/internship student. Learners are responsible for obtaining coverage that meets their state requirements as well as the requirements of any specific site. Some states require higher amounts of liability coverage.

Learners who are doing their practicum overseas (e.g., on a military base or Department of Defense) must ensure they can acquire their liability coverage for this placement, and that this coverage will be acceptable to the overseas site. Learners cannot work with clients or students unless a current policy is in place, and until this document is submitted. In addition to the learners' insurance, Capella provides limited insurance coverage, a copy of this certificate can be requested from the practicum/internship coordinator if the practicum site requires the policy.

Faculty Roles During Practicum/Internship

Practicum/Internship Coordinator

The practicum/internship coordinators are faculty in the CE programs who support learners during the practicum and internship experiences. The coordinators are responsible for reviewing and approving practicum sites and site supervisors, and for coordinating internship assignments. Their role helps to ensure the quality of the practicum experiences and to document that practicum sites and all supervisors meet the standards of Capella University's CE programs and

the Council on Accreditation of Counseling and Related Education Programs (CACREP). You can reach the practicum/internship coordinators at Internshipces@capella.edu.

Practicum and Internship Faculty Course Instructors

Faculty course instructors are CACREP-accredited faculty who teach the CES practicum and internship courses. These faculty are highly skilled in all aspects of counselor education and supervision. Course instructors provide online course instruction and weekly group supervision meetings with learners, evaluate each learner's progress regularly, contact site supervisors (practicum) and faculty supervisors (internships) regularly, and provide documentation of these contacts, and determine final practicum and internship course grades.

Faculty Internship Supervisors

Faculty supervisors are internal faculty who provide CES internship supervision. These faculty have the primary responsibility of providing individual or triadic supervision for learners who are teaching, supervising, and participating in research experiences. Faculty supervisors evaluate learner progress in developing proficiencies in learning outcomes, practice management skills, and counselor education knowledge.

CES Practicum

Practicum experiences consist of both hands-on counseling at an approved practicum site external to Capella University and an online practicum course. During the online course component, learners review theoretical concepts and current research in the counseling profession; develop a deeper understanding of counseling principles and practices; expand personal self-awareness in relation to working with clients, students, supervisors, and colleagues; and expand problem-solving and critical thinking skills. Learners participate in courseroom discussions, complete assignments, and submit materials to document their weekly activities at their practicum site and with their supervisor. Learners also meet weekly with their practicum faculty course instructor for group supervision utilizing a Zoom videoconference online meeting room.

Practicum Requirements

The practicum consists of 100 hours of supervised site-based activity during one academic quarter with a major emphasis on the development of advanced clinical skills. The practicum site supervisor must hold a doctorate in a related discipline. The practicum site should be clearly committed to training and providing learners with a wide range of educational experiences through the application of empirically supported counseling intervention procedures. The CES learner's private practice is not an appropriate site for a practicum experience.

Learners should anticipate being at the site 2 to 3 days per week, working 8 to 10 hours per week. The practicum/internship coordinator must approve the practicum site and site supervisor in advance. It is essential to start preparing for this process well in advance so all deadlines are met. Schedules like the one shown in Table 3, below, are typically found in the FAF courseroom. Table 3 shows the timeline for three application steps:

1. Initiate the application in the Capella Academic Portal (CAP) “Site Prospector” by Monday of week 2 to submit information about site and supervisor. The CAP is the experiential learning management system used to coordinate tasks and documentation.
2. All learner and site supervisor materials due in the CAP; learner must send “Ready to Submit” form by Monday of Week 5.
3. Application review process completed by site-based learning coordinators by Friday of Week 8.

Table 3 – Application Deadlines

To start the Practicum experience in:	Initiate the application in the CAP “Site Prospector” by Monday of week 2 to submit information about site and supervisor in:	All learner and site supervisor materials due in the CAP; learner must send “Ready to Submit” form by Monday, Week 5 in:	Application review process is completed by site-based learning coordinators by Friday, Week 8 of:
Q1	Q4	Q4	Q4
Q2	Q1	Q1	Q1
Q3	Q2	Q2	Q2
Q4	Q3	Q3	Q3

Each week during practicum, learners are required to maintain and submit weekly hours into the the CAP. Weekly activity submissions must be completed by the learner and approved by the site supervisor. These documented hours are crucial to learner success and to ensure full credit for practicum hours worked. Late weekly activity logs are not acceptable. If, for any reason, there is difficulty achieving this weekly goal, it will be essential to contact the practicum course instructor in advance.

Required 100 hours include:

- 40 hours (minimum) of direct face-to-face client service
- 50 hours (approximately) of non-direct client service or whatever amount is needed to earn 100 total clock hours
- 10 hours of on-site individual/triadic supervision (usually one or more hours per week) with approved site supervisor

Courseroom Requirements

Each learner is expected to participate fully in the courseroom, review weekly learning units, be familiar with weekly requirements, complete assignments on time, submit hours weekly, participate in weekly group supervision sessions, and engage in proactive communication regarding resources and support needs (e.g., textbooks).

NOTE: Time spent in the practicum course in discussions and hours spent in group supervision with the practicum course faculty is not counted toward the required 100 practicum hours but are part of the course requirements.

Group Supervision Requirements

Group supervision in the courseroom provides an experience rich in mutual support, learning, coaching, and problem-solving. This supervision serves as a cornerstone of the practicum experience and takes place within a context of confidentiality, trust, and mutual respect. These group supervision sessions are held each week of the 10-week course via secure video conference during which learners interact in a small group of no more than six peers.

Learners must be present on the computer or phone and in the Zoom videoconference room via live webcam for the entire meeting each week. Lateness may result in a meeting not being counted towards requirements. Learners must commit to attending their assigned group supervision meetings to preserve group cohesion. If there is an unexpected issue in a learner's life that necessitates missing a group meeting (e.g., family emergency, illness) the learner should contact the faculty supervisor immediately to request making up the missed meeting and to determine how and when the missed session will be made up.

During group supervision, learners need to be in a quiet location without distractions that maintains the confidentiality of the material being presented so it cannot be overheard or seen on the computer screen, and they must participate actively in a professional manner throughout the full meeting. Learners cannot attend group supervision meetings while driving. If these conditions are not met, the learner's presence at the group supervision meeting will not be counted. Practicum learners must attend the weekly group supervision meeting with their practicum faculty supervisor even if they have not been present at the practicum site during that week.

A learner will only be able to make up two missed group supervision meetings during the quarter by attending a meeting with another practicum/internship course group. Faculty permission must be requested before the meeting to attend a different group supervision meeting and will only be given due to an unexpected issue (e.g., family emergency, illness). Any missed group supervision must be made up during the 10-week quarter. If a learner is unable to make up the missed group supervision hours during the term, the learner will not pass the course and must repeat it. **Learners whose schedules or life circumstances do not allow for regular attendance at their scheduled group supervision meetings during the quarter should consider postponing practicum until they can attend regularly.**

Preparing for the Site-Based Practicum Experience

It is the learner's responsibility to locate a practicum site and supervisor that meet the CES program requirements. The supervisor must hold a doctorate in counseling or a related discipline. Many practicum sites require that specific contracts or Affiliation Agreements be in place with Capella University before even considering a learner's application. These contracts can take many weeks, and sometimes months to negotiate, and there are times when an Affiliation

Agreement cannot be developed, meaning that the learner will need to locate a different practicum placement needing additional time. *Get started early!*

Connecting with the faculty advisor within FAF courseroom is a crucial first step in the practicum preparation process. FAF advisors can provide valuable information and resources about preparing for practicum and also can meet with learners to discuss the best strategies for reaching out to potential sites in their communities. Student membership in the state branch of a professional counseling organization (e.g., ACA, AMHCA, ASCA) may be helpful. These organizations provide excellent opportunities for networking with local counselors who can provide information about possible sites and/or site supervisors. They frequently schedule local meetings, workshops, and opportunities for building professional relationships in the community.

School Counseling Practicum

There is limited advancement of clinical skills for a school counselor who is already practicing and supporting student mental health needs to complete their experience in a school counseling practicum. If a doctoral learner wishes to complete their experience with a school counselor in a school setting, then for school counseling hours to count toward a doctoral CACREP practicum, **only** service for mental health (e.g., social/emotional domain) needs count toward direct and indirect contact hours. Activities such as individual and group counseling and consulting and/or collaborating with teachers/stakeholders around the mental health needs of students including providing feedback in IEP/504 meetings for a student receiving counseling services would count toward direct contact. Additionally, the intern cannot work with any students whom they support in their current role as a school counselor.

The school counseling site supervisor does not have to also be an LPC if the practicum learner is completing their internship in a school counseling placement with a school counselor. The supervisor needs to be licensed/certified in school counseling in the state where the practicum occurs. However, if the learner completes practicum with a site-based counselor/school mental health counselor, then that person needs to be an LPC.

Locating a Practicum Site

Learners are responsible for locating practicum sites and for providing information to potential doctoral level supervisors about the practicum and its requirements. The [Internship Finder Tool](#) on Campus is an additional resource that can be used for identifying the types of sites that can be considered as practicum placements. Researching counseling resources in cities within an hour's commute may yield additional leads for other possible sites.

Once a list of potential practicum sites has been compiled, learners should develop a strong cover letter describing the type of practicum activities and supervision they are seeking, dates of practicum, and the skills and knowledge they will be bringing. A current resume or CV also can be included. Learners should send these materials to potential practicum sites via email or U.S. Mail, and then follow up with a phone call to a specific person at the site. The Capella Career Center will review your resume, CV, and cover letter if you request they do so. They can also help you in practicing for the site interview.

When considering sites, learners must determine if a potential practicum site can meet their program's specific requirements for the site supervisor qualifications (PhD, EdD, PsyD, DSW in counseling or a related profession like psychology or social work). Additionally, consider the types of counseling activities learners need to perform during their practicum experience.

NOTE: All proposed supervisors without a doctoral degree in counseling or related profession may be approved on a case-by-case basis by means of a formal exception request coordinated with Academic Advising.

All site supervisors must demonstrate documented counseling supervision training and a minimum of two years of clinical experience. This information is to be included in the practicum application which will need to be approved by the CES practicum/internship coordinator.

**Note that learners in Ohio are required to have a doctoral-level counseling supervisor.*

The Practicum Site

It is expected that the practicum site will provide clients as well as adequate space for learners to meet with clients. Learners must not make their own arrangements for offices or other areas outside of the agency where they will meet with clients. If any counseling activities are to be held outside of the agency's space, appropriate plans must be made for providing adequate monitoring and supervision of the learner while working with clients outside of the agency; the practicum faculty course instructor must be consulted about these arrangements in advance.

Practicum Placements in Oregon

Oregon regulations require that learners with direct client contact complete and provide through their university a criminal background check, proof of immunizations, drug test, health screening, and evidence of professional liability insurance before clinical placement. Capella uses a third-party service that maintains these records and confirms if they have been successfully completed.

To promote prompt access to practicum sites, Oregon learners can consider one of the following exempt settings:

- their place of employment, if this will meet the specific requirements for learners who complete hours at their place of employment;
- health management or administration departments;
- federal facilities, including the Department of Veterans Affairs facilities, Indian Health Service facilities, and federal prisons;
- public elementary and secondary schools (grades K-12) if they provide counseling services to students who meet your program's requirements;
- state prisons and correctional facilities; or
- Oregon State Hospital.

Please note exempt sites may still have their own screening requirements. While Capella will collaborate with learners and the site to ensure practicum site access, it remains the learner's responsibility to meet the state requirements for placement within the state of Oregon.

California Learners

The Board of Behavioral Sciences (which licenses counselors, marriage and family therapists, and social workers) limits where students can complete practicum experiences. Students cannot complete their pre-degree practicum for a *private practice*, which they define as a for-profit enterprise owned by an LMFT, LPCC, LCSW, or psychologist. Please review the [BBS website](#) for additional information.

New York Corporate Practice Law

Based on our understanding of New York law and regulations, there are limitations on what type of corporations can provide professional services, including counseling. Not all business structures may legally offer professional services in New York. Any licensed professional may set up a professional service corporation (PC), a professional service limited liability company (PLLC), or a registered limited liability partnership (LLP) if they want to be incorporated. Other corporate entities are prohibited from providing professional services under New York law, but the law includes a “waiver” that is available to nonprofit, religious, and education corporations. There are a very limited number of incorporated entities that do not require a waiver but are exempt from the law (for example, institutions of higher education or entity with an operating certificate under Public Health Law).

For a full listing, see <https://www.op.nysed.gov/corporate/introduction> Private practices (that are not incorporated) and individual licensed professionals would not be subject to this law or waiver requirement.

Completing Practicum Outside of the United States

Learners who reside outside of the United States, Canada, U.S. Territories, or on a U.S. military base (or through a placement made through the Department of Defense Educational Activity headquarters) may be able to complete their practicum at an international site. (See University Policy [2.01.01 Admission](#), section IV Site-Based Learning.) Developing a contract with an overseas site can take many months; some military sites have application deadlines six or more months in advance. Not all requests to perform practicum at international sites have been approved, so learners who are interested in completing their practicum overseas should contact their practicum/internship coordinator well in advance.

When working at an international site (other than Canada, U.S. Territory, or military/DOD), learners will need to provide documentation that outlines the country’s applicable laws and requirements related to providing professional counseling services. This information should be submitted to the practicum/internship coordinator early in the timeline. Learners also need to ensure they have adequate liability insurance coverage to meet the requirements of an international placement. International site supervisors must hold an active license in a U.S. state and meet all other site supervisor requirements. Additionally, the site/site supervisor must be able to provide documentation that they meet any of the necessary requirements (business license, professional license, etc.) required of the country of residence where practicum will be completed.

When working at practicum sites located in foreign countries, learners are expected to be familiar with their own state's licensure requirements regarding where practicum experiences can take place and qualifications for site supervisors. All practicum sites and supervisors must meet Capella's requirements and be approved by the practicum/internship coordinator.

Completing Practicum at Place of Employment

Learners may arrange for a placement at their place of employment. The practicum/internship coordinator must approve such arrangements. Learners may accrue practicum hours during the same hours they are working on site as a paid employee if the learner can document that the practicum hours are working with a different population of clients or students than they are working with for their paid employment. Conversely, learners cannot accrue practicum hours for performing their regular job duties. Practicum activities must be substantially different from the learner's regular job duties and should go beyond their current competencies and skills.

There must not be any conflicts of interest or dual relationships due to the CES learner being both a practicum student and a paid employee at the site. The supervisor for practicum must be a different person than the employment supervisor. The practicum site supervisor must not hold any managerial or supervisory functions that would create a dual relationship or impact the learner's evaluation as an employee at the site. For example, a site supervisor who is the manager of the learner's employment supervisor would constitute a dual relationship, as would a site supervisor who is also the owner of the business where the learner is employed. (The proposed practicum site supervisor must complete a section of the practicum application, acknowledging that the placement meets the requirements as outlined above.)

Next Steps and Additional Information

Learners should ask any site to provide information about incorporation and waiver status. If an incorporated provider is providing services without a waiver or exemption, they could be breaking New York law. Capella may ask for information about compliance with New York law as part of the practicum application process.

More information about professional service corporations can be found at:

<https://www.op.nysed.gov/professions/licensed-master-social-worker-lmsw/application-waiver-corporate-practice-prohibitions>

Practicum Application Process

Information about the Practicum application process is located on the [PhD Counselor Education and Supervision Practicum and Internship](#) page on Campus. CES information is found under the "Site-Based Learning by Program" section.

It is essential to start preparing for the practicum application process well in advance to meet all deadlines. Learners should ensure they and their proposed site supervisors understand all steps of the practicum application process and the timeline for completion. *Incomplete applications are not reviewed and will delay the practicum start date.*

All required practicum application materials completed by the learner and by the prospective site supervisor must be submitted via [the CAP](#), the online documentation system. Learners can activate their the CAP account by scrolling down to the “How to Submit Your Practicum Application” section of the page and clicking on the blue “ACCESS NOW” button. Learners should download a copy of the Counselor Education Learner Application Guide.

The practicum application process must be completed in the CAP. The first step is submitting the proposed site and site supervisor information in the CAP. Learners need to complete this step by **Friday of Week 10, TWO quarters in advance of their practicum start**. Specific deadline information is posted on the [PhD CES](#) page on Campus.

Once all the required practicum application materials have been submitted by the learner and by the proposed site supervisor into the CAP, the CES practicum/internship coordinator will review the application to determine if the learner has met all practicum prerequisites and if the proposed site and site supervisor meet Capella and program requirements. Upon final approval, learners and site supervisors will receive written notification from the practicum/internship coordinator. The code to register in the online practicum course will be provided via email to the learner approximately 1–2 weeks before the quarter begins. Learners who have not received a confirmation from the practicum/internship coordinator assigned to review their practicum application by Week 5 of the quarter should contact the Internshipces@capella.edu to ensure their application has been received.

(As a reminder, only applications that have all learner and supervisor forms completed—and where the learner has sent the “Ready to Submit” form—will be assigned for review.)

Background Checks

Learners may be required by a potential practicum site to pass a fingerprint and/or background check. Some sites require disclosures about prior convictions and completion of background checks before approving a placement. If a site requires background checks, health screenings, or specialized training as part of a learner’s application to that site, the learner should inform their practicum/internship coordinator.

Learners will not be able to complete the program’s practicum requirements if the practicum experiences cannot be completed due to a failed background check. Some incidents that learners list on disclosure forms, or that emerge during background checks, may make the learner ineligible for working in certain types of agencies/institutions, or as a counselor/counselor trainee in certain states. The results of background checks may also prohibit a learner from obtaining licensure and/or certification as a counselor. In some cases, a background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally, fingerprint and/or background checks are required for most professional licenses and many professions.

Learners are responsible for understanding how any personal and/or criminal background may impact their ability to complete the degree program, earn a professional license, or secure employment. Capella encourages learners to contact their future state licensing board and state

counseling association to determine if these limitations apply to them. (See also University Policy [2.02.11 Background Checks](#).)

Depending on the potential practicum site, some learners will need to complete site- and state-specific background checks, health screenings, and/or specialized training requirements and pay additional fees to verify they have completed these requirements. **Capella has no control over what sites and states may require for placement.** Capella does not collect Protected Health Information from learners. Instead, Capella contracts with a third-party vendor (CastleBranch) who complies with current health privacy standards and charges a fee directly to the learner to complete the requirements. For more information, see the CastleBranch resource for frequently asked questions: <https://discover.castlebranch.com/>

Affiliation Agreements and Memos of Understanding (MOUs)

Questions about affiliation agreements or MOUs should be directed to the learner's practicum/internship coordinator. Every site should be specifically asked if an Affiliation Agreement or Memorandum of Understanding (MOU) is required in addition to the Placement Agreement located in the supervisor's section of the Capella practicum application. There are times when a potential site supervisor may not have information about what the corporate or district office of a site requires, so all pertinent parties should be contacted about this. Even if Capella has developed an agreement with a site in the past, this does not mean that it is automatically in place for any future learner placed at the site. It is the learner's responsibility to investigate this process before submitting the practicum application.

Learners will be asked to provide the name and address of the site, the name of the contact person at the site who handles these contracts, the contact person's email address and phone number, the learner's proposed start and end dates for being at this site, and whether the learner is an employee of the site. Once learners have provided this information to their practicum/internship coordinator, contact will be made with their site to initiate the process for the Affiliation Agreement.

Developing an Affiliation Agreement or MOU can take weeks or even months. Some sites will not permit the supervisors to fill out their sections of the application until the Affiliation Agreement or MOU has been completed, which may delay submission of the application to Capella. The application cannot be approved until the CE program has received the completed signed agreement, which may delay the learner's practicum start date.

Having a back-up plan is essential because, while Capella has been successful in developing Affiliation Agreements and MOUs with many sites, there have been cases in which it was not possible to reach a mutually agreeable contract. In these cases, the learner will need to locate a different practicum site.

Practicum Application Review and Approval Process

Approval of the practicum application by the CES practicum/internship coordinator will depend on receipt of all required materials to the CAP by the stated deadlines. Applicants will be notified of a decision as soon as possible by the practicum/internship coordinator.

Practicum Attendance

Learners should conduct all activities professionally and ethically and remember they are representatives of Capella University. Practicum learners must adhere to the rules, policies, regulations, requirements, and standards of Capella University, the professional counseling association(s) to which they belong, and the practicum site. Learners are expected to be familiar with and follow the ethical standards of their professional counseling organizations. Adherence to the American Counseling Association Code of Ethics is expected of all learners in the Counselor Education and Supervision program. Adherence to learners' program specialization codes of ethics is also expected (e.g., ACA, ASCA, AMHCA, NAADAC, ACES).

Learners are expected to be at their sites all 10 weeks of the quarter, even if they have accumulated all required hours before this time. Any requests for exceptions to this policy must be discussed in advance with the practicum faculty supervisor and submitted for review to the assistant program director for CES. If an extreme and unanticipated situation results in a learner being absent from the site for more than 2 weeks in a quarter (e.g., severe storms that shut down the site for several weeks or illness), the learner should reach out to their practicum faculty course instructor to discuss the situation and how it should be addressed. The practicum faculty course instructor will consult with the site supervisor and the assistant program director for CES about the situation.

Whenever learners must leave sites before the stated end date on their formal Placement Agreement due to an unexpected situation, they must do so in a professional and ethical manner. Learners should consult with their practicum faculty course instructor about informing the site and site supervisor about their plans to leave early, so any adjustments that need to be made at the site (e.g., transfer of clients to other counselors; having adequate coverage at the site) can be made in advance.

Learners who are absent from the practicum site for more than 2 weeks will not receive a passing grade for the quarter. Exceptions should be discussed in advance with the practicum faculty course instructor. Learners who leave their practicum site before the last week of the quarter will be referred to the PSC-FRP for review before being permitted to retake the course. If needed, permission should be sought in advance from the site supervisor, the practicum faculty course instructor, and CES assistant program director.

Learners whose behavior does not meet these standards at the practicum site, in the practicum courseroom, and/or during group supervision meetings may be referred to the PSC-FRP by the practicum instructor.

Process for Learners Returning to Practicum after Taking a Break

Learners who have been away from practicum for one or more quarters must notify their academic coach and the CES practicum/internship coordinator by Monday of Week 4 in the quarter before returning to practicum. This communication must include:

- the last date the learner was registered in a practicum course
- the course number

- the name of the practicum course instructor
- the intended start date of the return to practicum
- the name of the practicum site and supervisor where the learner will be doing their placement

Learners must submit the required information about their practicum site and supervisor to the CAP via the Site Prospector by week one in the quarter before they intend to return to practicum. The learner and the supervisor must submit all required forms in the CAP by Monday of week 4 in the quarter before returning to practicum.

If a learner is returning to a site and supervisor that were previously approved and with only been a one quarter break, they should reach out to the practicum/internship coordinator to determine what application materials need to be submitted to the CAP and the timeline for doing so. Learners need to stay in contact with the practicum/internship coordinator about their plans for taking breaks, as well as about their plans for returning to practicum.

Learners who do not follow these steps, who do not notify the CES practicum/internship coordinator by **week 4 of the previous quarter**, and who do not submit required documents to the CAP by the stated deadlines, are not guaranteed a spot in a practicum course during the following quarter and may need to delay their return to practicum.

This process also includes learners who previously submitted an application but did not move forward with an approved placement at that time. The learner must keep the practicum/internship coordinator informed about their plans to submit a practicum application in a future quarter and must have all documents complete in the CAP by Monday of **week 4 in the quarter before returning** to practicum. If any delays are anticipated in completing these materials by this deadline, learners must contact the practicum/internship coordinator to request an extension.

Extended Absences from Practicum

If a learner has not been registered in a practicum course for three or more quarters, the practicum/internship coordinator will notify the program director at the time of the learner's request to return to practicum. Depending on the length of time the learner was not active in practicum and the specific circumstances involved with the period of inactivity, there may be additional steps to the review process before the learner is approved to resume practicum. The practicum/internship coordinator must be notified as early as possible after an absence of three or more quarters to ensure a timely review and placement in a practicum section.

Learners Who Are Asked to Leave a Practicum Site

When a learner is asked to leave a practicum site for any reason, the learner's practicum faculty course instructor will notify the program director within two business days to discuss the circumstances under which the learner was dismissed from the site. The practicum faculty course instructor will gather information regarding the dismissal from the learner, the site supervisor, and other parties of interest (e.g., agency director) to present to the program director. Upon review of the documentation presented, the program director and practicum faculty course instructor will determine if the situation results in a failing grade (or withdrawal from the

practicum course, depending upon the time in the quarter) as well as a referral to the Professional Standards Committee and the Faculty Review Panel (PSC-FRP). If a PSC-FRP referral is made, the practicum faculty course instructor and program director will submit the PSC-FRP referral within five business days to initiate the process.

The learner will then be notified that a PSC-FRP referral has been submitted and will receive information about the review process. In most cases, learners who have been referred to the PSC-FRP cannot progress in practicum until the PSC review process has been completed. When the PSC-FRP has formally notified the learner that they have been cleared to progress with practicum, the learner must check with the practicum/internship coordinator to verify the timeline for submitting practicum application documents to the CAP and the quarter for which they will be reviewed.

Learners should review all information about the the CAP application process and deadlines for submitting application materials. More information may be found in the University Policies [4.02.02 Learner Code of Conduct](#), [4.02.04 Discrimination, Harassment and Assault](#), and [4.02.05 Drugs and Alcohol](#).

Payment for Practicum Activities

Learners may request to receive a stipend or other payment from their practicum site for direct and/or non-direct counseling activities performed as a practicum learner if this is not prohibited by their state licensure boards. Requests for payment should be submitted to the CES practicum/internship coordinator. Learners will be notified in writing about the request. Written approval must be in place before any payment can be made. Payment cannot be received for any activities completed before the date of approval.

Practicum Site Supervisors

The practicum site supervisor is a non-faculty doctoral level professional on site at the practicum location and, as such, is an integral part of facilitating a successful practicum experience. The practicum site supervisor provides a valuable service to Capella learners, the community, and the profession. Practicum site supervisors are formally approved by the practicum/internship coordinator based on a review of their qualifications (i.e., doctoral degree) and other information they have provided as part of the application process. They are approved based on their ability to meet program requirements and to deliver the experiences that will support the activities required in the learner's program. Practicum site supervisors do not receive any stipend or remuneration from Capella University for providing supervision to learners at their sites.

The practicum site supervisor has the responsibility to:

- ensure learners review and are familiar with the practicum site's policy and procedure manuals, including all processes for dealing with emergencies and all safety procedures;
- provide orientation materials and experiences that familiarize learners with the placement's mission, objectives, and client population;
- provide live supervision of learners' counseling sessions and/or reviews learners' recordings of counseling sessions during the practicum experience;

- provide training and direct experience in counseling individuals, couples, families and/or groups;
- arrange for learner involvement in appropriate staffing, administrative, planning, and information/training meetings held at the site;
- provide suitable office and clerical assistance to facilitate the completion of documentation and secure storage of case notes, files, and other confidential materials;
- communicate regularly with the Capella practicum course faculty regarding learner progress, concerns, and/or suggestions for enhancing the practicum experience;
- serve as a professional role model for the learner;
- meet with the learner face-to-face for a minimum of one hour per week for individual supervision totaling a minimum of 10 hours per each 10-week quarter. If a learner is placed at more than one practicum site during a quarter, the learner must obtain one hour of face-to-face supervision at each site every week;
- review and approve the learner's weekly hours; and
- provide input into the learner's final course grade by completing the site supervisor Learner Evaluation by the end of each quarter.

Site supervisors must not have any dual relationships (e.g., family member or friend, current or past therapist) with learners or any conflicts of interest that may arise when supervising practicum. If learners or potential supervisors have any questions about this, they should reach out to the CES practicum/internship coordinator.

Site Supervisor Absences

If the approved site supervisor is unavailable to provide supervision due to illness or another unanticipated situation, the site may designate an appropriate person to supervise the learner's work and be responsible for their work at the site during that week. The learner must notify the practicum faculty course instructor of this situation immediately and provide contact information for the designated supervisor. It is expected that the delegated supervisor will communicate with the approved site supervisor about the learner's work during this time and will also communicate with the practicum faculty course instructor, as needed.

It is the learner's responsibility to keep the practicum faculty course instructor informed about who is providing the weekly onsite supervision, and if the approved site supervisor is absent from the site or otherwise does not provide the weekly supervision. All hours submitted to the CAP must be reviewed in the CAP by the Capella-approved site supervisor for them to be counted.

If a site supervisor becomes unavailable to continue providing supervision for more than two weeks during any quarter, the learner will need to locate a new supervisor who must be approved by the practicum/internship coordinator in writing **before** any additional hours beyond the 2 weeks can be accumulated under this supervisor. All new supervisors must be approved via the CAP application process; the [Learner Application Guide](#) describes all the steps. The proposed new supervisor will need to complete all required forms within the CAP before the practicum/internship coordinator reviews them. Since this process takes time, it is crucial to start

it as soon as possible to avoid delays to logging hours at the site. Any questions about this should be directed to the practicum/internship coordinator.

Off-Site Practicum Supervisors

If a practicum site cannot provide someone who meets all the Capella and program requirements to become an approved site supervisor, an off-site supervisor may be considered. To proceed with having an off-site counseling supervisor, a written agreement must be established between the practicum site and the off-site counseling supervisor that authorizes the off-site person to receive confidential/protected client information and to supervise the agency's clients. The agreement format may vary from site to site; it is the site's responsibility to develop the agreement in the format and language that they require.

The agreement should include the following information:

- clear delineation of the role and responsibilities of the off-site supervisor, including processes for addressing client emergencies and urgent situations that arise with the learner's clients at the practicum site (during work hours and after hours/weekends);
- the method the site will use for verifying with the off-site supervisor the number of hours the learner has been present at the practicum site each week; and
- the expected level of contact between the off-site supervisor and the on-site staff. The off-site supervisor must maintain sufficient contact with the practicum site to determine if the learner is behaving in a professional manner and fulfilling all their responsibilities at the site, as well as to have sufficient knowledge about the learner's demonstration of all required competencies to complete the quarterly Site Supervisor Evaluation.

The agreement should be signed by the contact person at the agency and by the off-site supervisor. The signed agreement should then be submitted by the learner to the practicum/internship coordinator for review and approval with the other required practicum application documents. The off-site supervisor will complete all the required application documents in the CAP; for this reason, it is imperative to have this agreement in place between the agency and supervisor early in the process, to allow the off-site supervisor sufficient time to access the CAP and submit required documents by the expected deadlines.

Once the practicum/internship coordinator formally approves the off-site supervisor via the practicum application review process, the off-site supervisor will assume all responsibilities and tasks as the approved site supervisor, including approving the weekly hours in the CAP, meeting regularly with the Capella practicum faculty course instructor, and completing the quarterly evaluation in the CAP.

If there will be an on-site staff person observing and managing the day-to-day work of the learner at the site, the on-site person should be in communication with the approved off-site supervisor regularly to convey their feedback. The Capella-approved practicum supervisor is the primary contact person with Capella (e.g., making the bi-weekly contact with the practicum faculty course instructor unless other arrangements have been made by the practicum faculty course instructor, learner, and approved site supervisor).

Only the Capella-approved practicum supervisor can approve the weekly time logs and submit the end-of-quarter Site Supervisor Evaluation, so the approved supervisor must have sufficient information from any on-site staff to evaluate all items required.

Any costs for the off-site supervisor will be the responsibility of the learner. If payment by the learner is prohibited by the learner's state laws or regulations, then the responsibility of any payment to the off-site supervisor must be made by the practicum site. It is the learner's responsibility to be familiar with their state's regulations about this process and to notify the practicum/internship coordinator, as well as the practicum site, about any arrangements that need to be made.

Practicum Evaluation

Learner evaluation in the CES program is linked to CACREP standards, which helps to evaluate performance relative to the competencies and outcomes endorsed by the counseling profession. The CES program is committed to providing training that will equip learners to be competent and effective counselor educators and supervisors. Ongoing evaluation of learner performance enables faculty to provide feedback to assist in professional growth and development, while also ensuring that clients and learners are served safely and effectively.

Evaluation by Practicum Course Instructor

Practicum course instructors have the responsibility to comprehensively view learners' work, from the practicum experience to course activities and group supervision participation, behavior, and performance. They also assist learners to glean useful insights from the feedback and evaluations learners receive from supervisors. Faculty provide feedback throughout the quarter in the courseroom and, at the end of the quarter, complete a formal evaluation of learners' performance.

Evaluations Completed by Site Supervisor

Each site supervisor is required to complete a final formal assessment of learner performance for the activities they supervised. This evaluation form is found in the CAP.

Learner Evaluation of Site-Based Learning Experience

Learners complete an online evaluation survey of the practicum experience at the end of the quarter. The survey is available within the CAP. Site supervisors do not have access to the completed surveys. This survey must be completed by Friday of Week 10 for the learner to receive a passing grade in the course.

Practicum Grading

To complete the practicum, learners must complete all components of the online course, including the group supervision meetings, meet all the hour requirements for the practicum experience, and submit all required documents correctly by the last day of the course. Learners must earn a score of 80% or higher in the courseroom to pass the practicum course. Failure to complete all practicum hours by the last day of the course will result in failure of the course. As a result, the learner will need to retake the practicum course and repeat the entire practicum

experience. Hours completed during the failed quarter cannot be rolled into the re-taken course; all 100 hours will need to be completed during the 10-week experience.

Learners are responsible for tracking the hours they are accumulating to be sure they are progressing toward meeting the 100-hour requirement by the last day of the course. If the learner discovers that they will have fewer than the required number of practicum hours, the learner should consult with the site supervisor about the following options:

1. Take on more cases.
2. Take on more intake interviews.
3. Conduct co-counseling with other counselors at the site.
4. Work with the practicum/internship coordinators to identify another or additional site. Any new site or site supervisor will need to be approved by the practicum/internship coordinators before work can commence at that site.

Safety Issues

It is vital that learners feel safe at their practicum sites and are not asked to participate in any activities where they feel at risk or uncomfortable. Learners must not meet with clients in any place other than what has been designated and approved in advance by the site supervisor.

Learners are never allowed to transport clients in their vehicles or be transported in a vehicle by a client. If a practicum site requires client transportation in the site's own vehicles as part of the experience, the learner must inform the practicum/internship coordinator so this can be discussed with the site during the review of the application.

If a learner is required to do client home visits as part of their experience, the learner should not be sent alone to any client's home until the site supervisor has also visited this environment and determined that it is appropriate and safe for the learner. It is strongly recommended that the first few home visits are done with both the learner and the site supervisor or another qualified staff member in attendance. If a learner is conducting a home visit alone, the site supervisor must be available to the learner during the entire home visit by phone in case consultation is required. Learners who feel uncomfortable with any aspects of doing home visits should speak immediately with the Capella practicum faculty course instructor.

Summary of Practicum Requirements

To complete the practicum successfully, learners are required to be fully engaged in the courseroom, attend all supervision sessions and assignments, demonstrate professionalism in the courseroom and in all their supervised activities, and demonstrate sufficient development of competence during the quarter. Learners must show evidence through their approved logs of completion of the target number of supervised hours for the quarter.

CES Internship

Internship experiences consist of an online Capella internship course with Capella-provided hands-on training in teaching and supervision. In the online course, learners review theoretical concepts and current research related to teaching and supervision, expand personal self-

awareness, and solidify professional identity as a counselor educator and supervisor. Learners participate in courseroom discussions, complete assignments, and submit materials to document their weekly activities. As part of the hands-on learner experiences, learners co-teach, co-supervise, and participate in supervised research. Additionally, learners meet weekly with their internship course instructor and other learners for group supervision.

Internship Requirements

The internship experience requires completion of a total of 600 hours. The internship experience consists of Capella-provided activities in teaching and supervision.

Requirements also include maintaining and submitting weekly hours for activities in the CAP. Weekly activity must be completed by learners and approved by their faculty supervisor and is electronically submitted to the CAP. These documents help ensure learners receive full credit for their internship courses. Late weekly submissions are not accepted. If, for any reason, learners have difficulty achieving this weekly goal, it will be important to contact their internship course instructor in advance. Learners are responsible for tracking the hours they are accumulating to be sure they are progressing toward meeting their weekly and overall course hours and requirements.

CES learners must complete a minimum of 600 hours across two internship courses:

- CES Internship 1 (300 hours): Intern with a faculty member in a 10-week online didactic master's counseling course focusing on teaching methods and effective approaches to online learning. Also assist in faculty-supervised counseling supervision for the duration of a 10-week course with master's-level site-based learners, focusing on applying theoretical frameworks and models of supervision.
- CES Internship 2 (300 hours): Intern with a faculty member in an online master's counseling course with a face-to-face MS residency, focusing on teaching methods and effective approaches to adult learning. Also assist in faculty-supervised counseling supervision for the duration of a 10-week course with master's-level site-based learners, focusing on applying theoretical frameworks and models of supervision.

Courseroom Requirements

Each learner is expected to participate fully in the internship courserooms, review weekly learning units, be very familiar with the weekly requirements, complete assignments on time, submit hours weekly, participate in weekly group supervision sessions, and engage in proactive communication regarding resources and support needs (e.g., textbooks).

Time spent in the internship courses (e.g., discussion responses and hours spent in group supervision with the internship course faculty) are not counted toward the required internship hours but are considered part of the courseroom requirements.

Group Supervision Requirements

Group supervision provides an experience rich in mutual support, learning, coaching, and problem-solving. This supervision serves as a cornerstone of the internship experience and

takes place within a context of confidentiality, trust, and mutual respect. These group supervision sessions are held via Zoom video conference. Group supervision sessions are offered weekly for the 10 weeks of the course.

Learners must be present in the Zoom meeting room via live webcam for the entire meeting each week. Learners must make arrangements to be in the Zoom meeting room via webcam at the start of the session; lateness may result in a meeting not being counted toward requirements. During group supervision, learners need to be in a quiet location without distractions that maintains the confidentiality of the material being presented so it cannot be overheard or seen on the computer screen, and they must participate actively in a professional manner throughout the full meeting.

Learners cannot attend group supervision meetings while driving. If these conditions are not met, the learner's presence at the group supervision meeting will not be counted.

Learners are required to submit hours weekly for group supervision time to the CAP by the last day of the course. If learners do not accrue all the required group supervision during Weeks 1–10 of the quarter, they will not pass the course and will need to repeat it. The hours spent in group supervision are a Capella course requirement; they do not count toward the internship hours.

Group Supervision Attendance

Group supervision meetings must be attended by learners each week during Weeks 1–10 of the quarter. Faculty teaching the internship course will establish the time and date for weekly group supervision meetings. Learners must make accommodations to their schedules in order to attend; faculty will not adjust the schedule based on intern requests. Learners need to accumulate a minimum of 10 group supervision sessions to receive a passing grade in the course. Learners must be actively engaged and visible in the Zoom meeting room via live webcam during the full one-hour meeting for their attendance to be counted.

Learners must commit to attending their assigned group supervision meetings to preserve group cohesion. If there is an unexpected issue in a learner's life that necessitates missing a group meeting (e.g., family emergency, illness), the learner should contact the internship faculty instructor immediately to request making up the missed meeting and to determine how and when the missed session will be made up.

A learner will only be able to make up two missed group supervision meetings during the quarter by attending a meeting at a time other than their assigned group meeting time. Instructor permission to attend a different group supervision meeting may only be given due to an unexpected issue (e.g., family emergency, illness), and this permission must be obtained in advance. Any missed group supervision must be made up during the 10-week term.

All group supervision hours must be documented in the CAP and submitted by the last day of Week 10. If a learner has not documented 10 hours of group supervision meetings between Weeks 1–10 of the quarter, the learner will not pass the course and will need to repeat it.

Learners whose schedules or life circumstances do not allow for regular attendance at their scheduled group supervision meetings in the Zoom meeting room during the quarter should consider postponing the internship until they can attend regularly.

Learner Assignments

The program director and CES practicum/internship coordinator will make intern assignments for internships. The CES practicum/internship coordinator will email learners who have been approved to start internship to inform them of their assignment. Due to scheduling complexity, this email is typically sent the week prior to course start. The CES internship course faculty will attempt to inform learners of times for group supervision in the week prior to course start. Learners must attend the weekly group supervision meeting with their internship course faculty even if they have not completed internship hours during that week.

Learners should check their Capella email account frequently to be sure they are receiving all the needed information. As a reminder, it is expected that learners will accept the scheduled assignments and group supervision meetings; **learners cannot change internship sections because of conflicts with the offered assignments or group supervision times.**

The Internship Site Is at Capella

While CES learners in practicum were responsible for finding an external site, internship learners complete their 600 internship hours in Capella-designated activities. This means that throughout the two internships, the program director and CES practicum/internship coordinator will make assignments in teaching and supervision.

Internship Attendance

Learners should conduct all activities professionally and ethically and remember they are representatives of Capella University during the internship. Internship learners must adhere to the rules, policies, regulations, requirements and standards of Capella University, the professional counseling association(s) to which they belong, and the Capella internship assignment. Adherence to the American Counseling Association Code of Ethics is expected of all learners in the CE programs. Adherence to learners' program specialization codes of ethics is also expected (e.g., ACA, ASCA, AMHCA, NAADAC, ACES).

Learners whose behavior does not meet these standards during any of the internships, in the internship courseroom, and/or during individual, triadic, or group supervision meetings may be referred to the Professional Standards Committee - Faculty Review Panel (PSC-FRP) by the internship course instructor or faculty supervisor.

Learners are expected to be completing internship-related activities across the 10 weeks of the quarter. Given that learner responsibilities include weekly co-teaching and co-supervision, **learners who are absent from their internship responsibilities for more than one week will not receive a passing grade for the quarter.** Exceptions should be discussed in advance with the internship course faculty.

If an extreme and unanticipated situation results in a learner being absent for more than one week in a quarter (e.g., severe storms that shut down the site itself for several weeks, illness), the learner should reach out to their internship course faculty to discuss the situation and how it should be addressed. The internship course faculty will consult with the CES assistant program director and faculty supervisor about the situation.

Learners who do not complete their internship duties without receiving permission in advance from the faculty supervisor, internship course faculty, and CES assistant program director will not receive a passing grade in the course and will be referred to the PSC-FRP for review before being permitted to retake the course.

Collecting Internship Hours During the Quarter Breaks

Internship hours may not be collected over the quarter break. If a learner fails to achieve all necessary hours by the end of the course, the learner will fail the course and need to repeat all activities. No hours from the failed course will count toward the 600 hours needed for internship.

Process for Learners Returning to Internship After Taking a Break

Learners who have been away from an internship for one or more quarters must notify the CES internship coordinator at InternshipCES@capella.edu and advising by Monday of Week 4 in the quarter before returning to the internship. This communication must include:

- the last date the learner was registered in an internship course
- the course number
- the name of the internship course instructor
- the intended start date of the return to internship

Learners must submit the required information to the CES practicum/internship coordinator, who will communicate with the CES assistant program director regarding the new internship assignment. The learner must submit all the necessary information to the CES practicum/internship coordinator by Monday of Week 4 in the quarter before returning to the internship or they may need to delay their return to the internship.

Extended Absences from Internship

If a learner has not been registered in an internship course for three or more quarters, the CES practicum/internship coordinator will notify the CES assistant program director at the time of the request to return to the internship. Depending on the length of time the learner was not active in internship and the specific circumstances involved with the period of inactivity, there may be additional steps to the review process before the learner is approved to resume internship. The CES practicum/internship coordinator must be notified as early as possible after an absence of three or more quarters to ensure a timely review and placement in an internship section.

Learners Who Are Asked to Stop Participation in Internship

Although it is rare, learners may be asked to stop participation in an internship. Examples of reasons this may occur during the internship include violations of the Capella University [Learner](#)

[Code of Conduct](#), learner issues with professionalism or professional dispositions, or plagiarism. If either the internship course faculty instructor or the faculty supervisor determines there is a need to remove a learner from the internship, both will consult with the program director within 2 days. The internship course faculty will gather information regarding the dismissal from the learner, the faculty supervisor, and other parties of interest (e.g., learners directly impacted) to present to the program director. Upon review of the documentation submitted, the program director and internship course faculty instructor will determine if the situation results in a failing grade (or withdrawal from the internship course, depending upon the time in the quarter) as well as a referral to the PSC-FRP.

If a PSC-FRP referral is made, the internship course faculty instructor and program director will submit the PSC-FRP referral within five business days to initiate the PSC-FRP process. The learner will then be notified that a PSC-FRP referral has been submitted and will receive information about the review process.

In most cases, learners who have been referred to the PSC-FRP cannot progress in the internship until the PSC-FRP review process has been completed. When the PSC-FRP has formally notified the learner that they have been cleared to progress with the internship, the learner must check with the CES internship coordinator to verify the timeline for submitting internship application documents and the quarter for which they will be reviewed.

More information may be found in the University Policies [4.02.02 Learner Code of Conduct](#), [4.02.04 Discrimination, Harassment and Assault](#), and [4.02.05 Drugs and Alcohol](#).

Internship Supervisors

Internship supervisors are internal CE faculty members. These faculty are highly proficient in teaching, supervision, research, and leadership and advocacy. The faculty supervisor has the responsibility to:

- provide experiences and feedback that help to familiarize learners with teaching, supervision, and/or research practices;
- provide supervision of learners' teaching, supervision, and research;
- provide training and direct experience in teaching, supervision, and research;
- arrange for learner involvement in appropriate staffing, administrative, planning, and information/training meetings;
- communicate regularly with the Capella internship course faculty regarding learner progress, concerns, and/or suggestions for enhancing the internship experience;
- serve as a professional role model for the learner;
- meet with the learner for an average of one hour per week for individual or triadic supervision totaling a minimum of 10 hours per each 10-week quarter;
- review and approve the learner's weekly hours; and
- provide input into the learner's course grade by completing the Supervisor Evaluation.

Faculty supervisors must not have any dual relationships (e.g., family member or friend, employer, current or past therapist) with learners or any conflicts of interest that may arise when

supervising an internship intern. If learners or potential supervisors have any questions about this, they should reach out to the CES practicum/internship coordinator.

Internship Evaluation

Learner evaluation in the CES program is linked to CACREP standards, which helps to evaluate performance relative to the competencies and outcomes endorsed by the CES profession. Faculty are committed to providing learners with training that will equip learners to be competent and capable counselor educators and supervisors. Therefore, ongoing evaluation of learner performance forms the foundation for feedback to assist all learners in professional growth and development.

Internship Course Instructor Evaluation of Learner

Internship course instructors have the responsibility to take a comprehensive view of learners' work, from the internship experience to course activities and group supervision participation and behavior and performance. It is their role to assist learners in gaining valuable insights from the feedback and evaluations they receive from their supervisors. Internship course instructors will provide feedback throughout the quarter in the courseroom and, at the end of the quarter, will complete a formal evaluation of your performance.

Faculty Supervisor Evaluation of Learner

Internship faculty supervisors have the responsibility of monitoring learners' teaching and supervision. It is their role to evaluate learner progress, provide ongoing supervision, and to mentor learners in the profession of counseling. They will provide verbal feedback throughout the quarter and will complete a formal evaluation of your performance at the quarter's end.

Learner Evaluation of Internship Experience

Learners complete an online Evaluation of Internship Experience survey at the end of each quarter. The survey is available within the CAP. Faculty supervisors do not have access to the completed surveys. This survey must be completed by Friday of Week 10 for the learner to receive a passing grade in the course.

Internship Grading

To pass the internship, learners must complete all components of the online course, including the group supervision meetings, meet all the hour requirements for the internship experience, and submit all required documents correctly by the last day of the course. Learners must earn a score of 80% or higher in the courseroom grade book to pass each internship course.

Failure to complete all internship hours by the last day of the course will result in failure of the course. As a result, the learner will need to retake the internship course and repeat the entire internship experience. Hours completed during the failed quarter cannot be rolled into the repeated course; all 300 hours will need to be completed during the 10-week experience. Learners receive a grade at the end of each internship course if they have met the following criteria:

1. completed all graded courseroom requirements (discussions, assignments, Faculty Supervisor Evaluation, and Internship Course Faculty Supervisor Evaluation) with a final total score of 80% or higher;
2. attended group supervision meetings during Weeks 1–10 of the quarter to accumulate the 10 required hours; and
3. participated in the internship assignment through the entire 10-week quarter and completed a minimum of 300 total during the quarter.

When learners meet these criteria, the instructor assigns a grade; learners move forward in internship and register for the next course in the sequence.

Completion of All Internship Requirements

During the last internship course, the faculty instructor will review and approve the completion of 600 total internship hours, including faculty supervision hours for the program. The course instructor also will confirm that learners have submitted all other required documents, have received a final score of 80% or higher in the accompanying internship course, and have attended all required group supervision meetings.

During any quarter of internship, all weeks of the online internship course, all course requirements, submission of all documents by the posted deadlines, weekly faculty supervision meetings, and all group supervision meetings during the quarter must be completed.

Learners must be present with their internship assignments throughout the quarter and through the last week of class, even if they have completed all required hours unless written permission for an exception has been granted by and approved by the CES assistant program director in advance.

Navigating Planned or Unplanned Changes to Your Plan

Ideally, the plans developed and approved for each quarter unfold smoothly. On occasion, this is not the case due to unforeseen circumstances that impact a learner or supervisor. Ensuring uninterrupted supervision is critical to meeting ethical, legal, and academic requirements. Any significant concerns with your internship activities and/or your supervision should be reported to your internship course faculty immediately.

Summary

To complete internships successfully, you are required to be fully engaged in the courseroom, attend all supervision sessions and assignments, demonstrate professionalism in the courseroom and in all supervised activities, and demonstrate sufficient development of competence during the quarter. You also must show evidence through your approved logs of completion of the target number of supervised hours for the quarter.

Licensure, Endorsement, and Employment

State Licensure or Certification Requirements

Because the counseling professions are typically licensed at the master's level, the PhD in the CES program is not designed to meet licensure requirements in any state. Learners who are interested in pursuing licensure/certification are responsible for reviewing their state's own guidelines that outline requirements for the pre-degree practicum/internship experience, including practicum/internship settings and activities, supervisor credentials, hours, and types of supervision (both individual and group), hours and types of direct counseling services required for state licensure, number of quarters of practicum/internship required, etc. Learners should download the actual application that will be submitted to apply for licensure or certification and review it carefully well before they begin to identify potential practicum sites.

State laws and regulations change, so learners should regularly review all current licensure and certification regulations and requirements published on the websites of state licensure and regulatory authorities. Questions about licensure regulations and requirements should be directed to the state licensure board. Although state boards can provide clarification about licensure requirements about practicum/internship, *state licensure boards do not provide pre-approval of specific practicum/internship sites or site supervisors.*

The Capella practicum/internship coordinators approve sites and site supervisors to meet university program graduation requirements. Capella's [Licensure Resources page on Campus](#) provides information about licensure.

Endorsement/Licensure Verification Information

Capella University will provide verification of program completion in support of state and national credentialing and employment for learners and graduates upon request. For more information, please visit the [Licensure Resources page on Campus](#). Capella University will provide verification of program completion in support of state credentialing and employment for graduates upon request. To request this verification, please access the link to the [Request for Academic Verification for Licensure/Certification](#) form on Campus.

Licensure Information/Disclosures

Counselor education degree programs help prepare learners to meet state licensing prerequisites. However, we cannot ensure any learner will obtain a state license. Please visit the [Licensure Resources page on Campus](#) to research the licensure requirements for your state. Learners or graduates who need any documents or letters completed for a State Licensure Board or who require any other verification of practicum/internship registration, completion, or other practicum/internship experiences should use the [Request for Academic Verification for Licensure/Certification](#) form on Campus. Learners **should not** contact faculty or the practicum/internship coordinators with these requests.

Credentialing

National Certified Counselor

As Capella participates in the GSA-NCC (Graduate Student Application-National Certified Counselor) program, learners in their practicum or internship are permitted to apply for the NCC credential through Capella. One step in attaining this voluntary professional credential is passing the National Counseling Exam (NCE). Although this is not an application for state licensure, the NCE is one of the exams that some states use as evidence that a practitioner is ready to practice independently. The exam is offered twice a year, in April and October. Applications are usually available six months before the exam and are usually due about three months before the exam. Learners may request an application from the practicum/internship coordinator. Learners interested in receiving the application for the NCC should verify the submission dates with their FAF faculty advisor.

Academic and Personal Support Resources

Accommodations for Learners with Disabilities

Each practicum location will vary in terms of facilities, computer systems, and procedural expectations. Learners with disabilities should consider whether they will need accommodations at the site. [Disability Services](#) staff are available to discuss learners' specific needs and explore options in collaboration with practicum site supervisors or faculty supervisors. Learners should initiate discussions regarding their needs prior to the start of a practicum/internship or as soon as possible after a need is identified University Policy [4.02.01 Learner Disability Accommodations](#).

Faculty Advising

All CES learners have at least two advisors throughout their program: a faculty advisor within the Faculty Advising Forum (FAF) and at least one non-faculty academic coach. The FAF is an advising resource housed in an online courseroom and facilitated by a CE faculty member who serves as the faculty advisor. Learners typically remain with one faculty advisor throughout their program. PhD CES learners enroll in a FAF upon admission to their program. Through the FAF, learners benefit from an ongoing advising relationship with a CE faculty member in their program area. The FAF is available to learners throughout their program to provide important program information, including academic, residency, and internship topics, and to support the learner's personal and professional development. Faculty advisors are continuously available to their learners and hold academic learner review meetings at key milestones throughout the program.

Academic Advising

Learners have access to a dedicated academic coach that they begin working with immediately upon enrollment in their program. Academic coaches help learners develop their Academic Program Plan and then help learners identify successful strategies to reach academic goals. Academic coaches are available to learners by phone or email and serve as a university and

program resource. Academic coaches also communicate regularly with faculty, and both can use centralized IT resources such as the Faculty Action Center case management system to collaboratively support learners.

Academic Program Plan

Each program has a specialization guide available that provides information about the program, the course of study, recommended course sequences and prerequisites, and course descriptions. Working with academic coaches and consulting as needed with their FAF faculty advisor, learners develop an individualized academic program plan or a timeline for program completion. Learners have continuous access to their academic program plan on Campus to support their progress and planning toward their academic goals.

Employment Information, Resources, and Faculty Recommendations

Learners have access to personal career counseling free of charge through Capella University's [Career Development Center](#). The Career Development Center provides a range of resources and services to address the needs of learners and graduates at all stages, from career exploration to job search. Many resources are developed by Career Development Center staff; others, such as a job posting system and an interview preparation tool, are licensed from reputable vendors. Learners access Career Center resources through self-service and one-on-one appointments, including face-to-face appointments at residencies (if applicable).

Personal Counseling and Well-being

Learners experiencing various situations impacting their lives can access knowledgeable counselors and resources as a current Capella University learner. More information may be found at the [Learner Wellness Center](#).