

Counselor in Training Handbook

College of Humanities and Social Sciences

Clinical Mental Health Counseling

& School Counseling

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Introduction **5**

Mission **7**

GCU Mission Statement **7**

Counseling Academic Unit Mission Statement **7**

Program Overview **7**

Master of Science Degree in Clinical Mental Health Counseling **7**

Master of Education Degree in School Counseling **7**

Clinical Mental Health Counseling **8**

Mission Statement **8**

Program Objectives **8**

CMHC Emphasis Areas **9**

School Counseling **9**

Mission Statement **9**

Program Objectives **9**

Counselor Identity Development **10**

Dispositional Values **10**

Professional Organizations for Counselors in Training **13**

Additional State Organizations: **13**

Webinar Series **13**

Professional e-Portfolio **14**

Student Expectations **14**

Matriculation Requirements **14**
Orientation **14**
Student Liability Insurance Policy **15**
Counseling Professional Practice Policy **15**
Academic Policies **15**
Written Endorsement Policy **15**
Student Retention, Remediation, and Dismissal **16**
University Resources **17**
Student Success Center **17**
Disability Services **17**
Technical Support **17**
Zoom **17**
Institutional/Program Policies **17**
Leave of Absence **18**
Multicultural, Diversity, and Inclusion **18**
Clinical Mental Health and School Counseling **19**
Program Curriculum **19**
Course Schedule **20**
Procedures for Course and Program Evaluation **21**
Student Assessment at Grand Canyon University **21**
Individual Assessment of Student Learning **21**
Licensure and Certification **21**

Examinations **21**

Professional Certification & Licensure Resources **22**

Message from the Assistant Dean and Director of School Counseling

Welcome to the Clinical and Mental Health Counseling and School Counseling programs at GCU. We are grateful for your decision to pursue your degree in your specialty counseling program. To best support you in your program of study, familiarize yourself with the Counselor in Training Handbook. This handbook is intended to provide you with the necessary resources to support your counselor identity development. As counselors in training, you will be expected to abide by the professional and ethical standards in your respective fields. Please plan to review this handbook for pertinent information that will be instrumental in preparing you for a successful educational journey.

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Note: Counselors in training (CITs) relate to students in both the clinical mental health and school counseling programs. School counselors in training (SCITs) pertain specifically to students enrolled in the school counseling program.

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Student Service Counselors (SSC): SSCs serve as your assigned advisor throughout the counseling programs to help develop a planned program of study and provide ongoing academic advising support. Main GCU # is located at https://www.gcu.edu/about/contact. More information about SSCs may be found in the University Policy Handbook.

Field Experience Counselors (FEC): FECs serve as your assigned field experience advisors during practicum and internships. FECs review, verify and ensure counselors in training have met all requirements and obligations of the field experience components and provide ongoing guidance and support. Main GCU # is located at https://www.gcu.edu/about/contact.

Resources

GCU Website: http://www.gcu.edu/

Graduate Field Experience Manual: https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/master-of-science-in-professional-counseling-master-of-science-in-addiction-counseling-master-of-science-in-christian-counseling.pdf

University Policy Handbook & Academic Catalog: https://www.gcu.edu/academics/academic-policies.php

Counseling Community Connections Website: https://cce.gcu.edu/

> All GCU counseling students and faculty utilize this online resource center to build community and strengthen person5al and professional identity. The CCC clarifies the academic units and helps ensure that all Counseling programs at Grand Canyon University are unified in their effort to educate and train students to become professional counselors and counselor educators. The CCC resource center promotes the continued development and evolution of the counseling programs; students in their admission, matriculation, and graduation from the counseling programs; and faculty in their development as counselor educators, research presenters, and advanced clinical practitioners.

Additional information and resources can be accessed through the University Policy Handbook or the following: https://www.gcu.edu/about/contact

Mission

GCU Mission Statement

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing.

Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Program Overview

Master of Science Degree in Clinical Mental Health Counseling

This Master of Clinical Mental Health Counseling is offered both online and via in-person evening classes by the College of Humanities and Social Sciences. It is an intensive survey of the evidence-based theories and practical applications of counseling, including the development of preventive, interventional, and rehabilitative plans. Counselors-in-Training are trained to develop a greater awareness of social and cultural trends and equipped to serve diverse populations. Furthermore, students examine legal and professional standards and think critically about current ethical issues that they may encounter in future practice as clinical mental health counselors. This program requires100 practicum hours and 600 internship hours for a total of 700 hours.

Master of Education Degree in School Counseling

The Master of Education in School Counseling is offered both online and via in-person evening classes by the College of Humanities and Social Sciences. Graduates will have the knowledge and skills to apply counseling theories, professional and ethical standards, and ASCA National Model services. School Counselors in Training (SCITs) will be equipped to promote equity and access to P-12 students; consequently, they must have access to pre-approved P–12 schools to complete necessary program requirements. This program requires100 practicum hours and 600 internship hours for a total of 700 hours.

Clinical Mental Health Counseling

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling Program is to cultivate ethical, professional counselors to effectively assess, diagnose, treat, and empower culturally diverse populations. This program fosters faith and learning throughout the curriculum to integrate models of human growth and development and evidence-based practices. Graduate students gain comprehensive knowledge and insight to become competent global professional counselors and leaders.

Program Objectives

The CMHC program objectives are designed so that learners will:

Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.

Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.

Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.

Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.

Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients

Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.

Career Development: Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school, and mental health.

Assessment & Testing: Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes.

Specialty Area for CMHC: Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological

assessment for treatment planning and caseload management, contextual factors, and competence in clinical mental health fieldwork.

CMHC Emphasis Areas

- Emphasis in Childhood and Adolescence Disorders
- Emphasis in Christian Counseling
- Emphasis in Marriage and Family Therapy
- Emphasis in Trauma

School Counseling

Mission Statement

The mission of the Master of Education in School Counseling Program is to equip school counselors to implement data-driven comprehensive school counseling services informed by the American School Counselor Association (ASCA) National Model to support growth in academic achievement, career, and social-emotional development. GCU's School Counseling Program integrates faith and learning while fostering the development of school counselors as change agents advocating for models of school-based collaboration with school stakeholders. Future school counselors gain the knowledge and skills to promote equity and access for P-12 students to become contributing global citizens.

Program Objectives

The School Counseling program objectives are designed so that learners will:

Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.

Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.

Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.

Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.

Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.

Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.

Career Development: Facilitate college and career readiness standards to support the development of students in P-12 settings.

Testing and Assessment: Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice.

Specialty Area for SC: Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards.

Counselor Identity Development

Dispositional Values

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. **Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.**

CMHC Counselor Dispositions:

- **Psychological Fitness:** CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- **Self-Awareness:** CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- **Cultural Diversity**: CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.

- **Acceptance**: CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- **Empathy**: CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- **Genuineness**: CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- **Flexibility**: CITs embrace ambiguity with an open mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.
- **Patience:** CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect , flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- **Amiability**: CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- **Professional Identity:** CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of school counselors in training (SCITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. **Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.**

SC Professional Dispositions of Learners:

- **High Expectations:** SCITs maintain the belief that all P-12 students can learn and succeed in their personal and academic endeavors. SCITs set and support realistic expectations for student success.

- **Respect for the Diversity of Others**: SCITs support individual learning and social needs of P-12 students while demonstrating appreciation for cultural diversity within the school environment and wider community.
- **Fairness:** SCITs promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including counseling, instruction, and assessment.
- **Professional Conduct:** SCITs demonstrate professionalism through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. SCITs exercise sound judgment, ethical behavior, and maintain professional boundaries with others. SCITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- **Reflection:** SCITs recognize that intentional self-awareness and constructive feedback, combined with experience leads to professional growth. SCITs engage in critical examination of their professional practices and seek continual improvement through supervision, collaboration, and professional development.
- **Curiosity:** SCITs are able to think innovatively and creatively, using critical thinking as a problem-solving approach. SCITs engage in ongoing professional development and learning while maintaining an open and inquiring mind.
- **Honesty:** SCITs model sound moral character by their words and actions. SCITs are forthright with others and uphold high standards of trust, stewardship, and integrity.
- **Compassion:** SCITs demonstrate professional unconditional positive regard and genuineness in their relationships with others while providing academic, career, social, and emotional support.
- **Advocacy:** SCITs aim to promote equity and access for all P-12 students. SCITs understand the impact of community involvement contributes to welfare and social justice for all school stakeholders.
- **Dedication:** SCITs are committed to the profession of counseling and education. SCITs maintain the role of lifelong learners who engage in ongoing professional development.

Social Justice Statement

Counseling professional ethical standards identify the value in promoting social justice as one of the core professional expectations within the counseling profession. As a counselor in training (CIT), professional counselor, or aspiring counselor educator, being a part of the counseling community requires us to be diligent in how we provide support and care to our communities. Due to the various challenges in society, being an empowering advocate for individuals that are marginalized, oppressed, and experience barriers is essential to our profession and professional roles.

As we are encouraged to interconnect and build healthy relationships, advocating for social justice is an important part of our professional identity. Social justice advocacy has an impact on community, state, national and diverse cultures globally. Moreover, CIT, professional counselors, and aspiring counselor educators help shape legal, political, economic, moral, and ethical values by enacting justice-enhancing endeavors, which produce positive change.

Considering this statement, how can you contribute to your professional identity as a CIT, professional counselor, or aspiring counselor educator? How can we as graduate and doctoral programs become more involved in the area of social justice and advocacy? Asking these questions and becoming intentional about taking action in our communities (locally and afar) is central to our profession. It is here that we stand as catalysts for change, ultimately paving the way to making a lasting impact for justice in the lives of all we serve.

Professional Organizations for Counselors in Training

GCU counseling programs foster professional identity development through supporting memberships and active participation in the leading professional counseling associations. The counseling programs require counselors-in-training (CITs) to attain membership in the American Counseling Association (ACA) http://www.counseling.org/, and/or the American School Counseling Association (ASCA) depending on the CIT's program of study. The student memberships also provide malpractice insurance. CITs are encouraged to join professional organizations upon admission into the CMHC and SC Programs. The professional organizations below represent a suggested list available to CITs that allow them to become engaged in professional practices in counseling, network with other professionals, purchase student liability insurance, and obtain continuing education through conferences, workshops, and webinars.

American Counseling Association (ACA)

ACA Divisions Regions and Branches

American School Counselor Association (ASCA)

ASCA Affinity Groups

American Mental Health Counselors Association (AMHCA)

AMHCA State Chapters

Additional State Organizations:

Counselor and Counseling Resource List

Webinar Series

Counselors-in-training are provided with ongoing opportunities to attend webinars presented by the CMHC and SC Program faculty, students, and guest speakers. This series of professional development workshops focus on special topics in counseling and school counseling. Examples of past topics include counseling identity, professional ethics, motivational interviewing for school counselors, navigating families in child custody cases and in the school setting, and social

justice and advocacy. Email communication, CCC blasts, and course announcements inform CITs of upcoming webinars.

NCE Prep Webinar

This webinar is designed to provide attendees with resources and tips to prepare for the National Counseling Exam (NCE). The eight core areas of the exam are identified and study tips are reviewed. CITs seeking NCC certification and/or a professional license in states that require the exam would benefit from the webinar.

Epsilon Honors Society

The counseling program also offers opportunities to join GCU's counseling program-specific honor's club, Epsilon Honors Society, based on academic and other achievements. Emails are sent periodically, and additional information is shared on the Counseling Community Connections (CCC) website.

Research

At GCU, CITs, are provided with research opportunities to further support your counselor identity development. Emails are sent periodically, and additional information is shared on the Counseling Community Connections (CCC) website for collaborative efforts to research with faculty and peers.

Professional e-Portfolio

The CMHC and SC e-Portfolio highlights the counselors-in-training learning and development throughout their program of study. This e-Portfolio showcases the CIT's ongoing personal and professional development and will be submitted in the final internship. Additional information is located on the Counseling Community Connections (CCC) website: https://cce.gcu.edu/

Student Expectations

Matriculation Requirements

For information about matriculation requirements, refer to Master Degree and Graduate Certificate Admission Requirements, along with Master Degree and Graduate Certificate Programmatic Admission Requirements, in the University Policy Handbook (UPH): https://www.gcu.edu/academics/academic-policies.php

Orientation

As part of orientation to the counseling programs, CMHC and SC counselors in training (CITs) are required to complete the introductory courses: UNV-508: Introduction to Graduate Studies

and SCN 501: Introduction to Graduate Studies and Foundations of School Counseling. These courses are designed as an orientation for the graduate learning experience at Grand Canyon University. CITs have opportunities to develop and strengthen the skills necessary to succeed as graduate students in counseling. Emphasis is placed on utilizing the tools for graduate success, becoming acquainted with dispositional values, and developing APA formatting and academic writing.

Student Liability Insurance Policy

CITs are required to acquire student liability insurance prior to enrolling in any fieldwork or clinical experience by attaining membership in the American Counseling Association (ACA) http://www.counseling.org/ and/or the American School Counseling Association (ASCA) https://www.schoolcounselor.org/) depending on the CIT's program of study.

Counseling Professional Practice Policy

CITs enrolled in the CMHC and SC counseling programs may not engage in the professional practice of counseling or psychotherapy without the required credentials.

Academic Policies

CITs acknowledge that they have read and understand the policies in their introductory course: UNV-508 or SCN-501. For information on the academic policies listed below, refer to the University Appeal Procedures in University Policy Handbook (UPH) located at https://www.gcu.edu/academics/academic-policies.php.

Academic Appeal Policy

Reinstatement Admission Appeals

Code of Conduct

SARA Grievance Process

University Appeal Procedures

Appeal Timelines

Appeal Communication

Written Endorsement Policy

For information on the written endorsement policy for credentialing and employment, refer to the University Policy Handbook (UPH) located at https://www.gcu.edu/academics/academic-policies.php.

Student Retention, Remediation, and Dismissal

For information on the policy for student retention, remediation, and dismissal from the program, refer to the University Policy Handbook (UPH) located at https://www.gcu.edu/academics/academic-policies.php.

University Resources

Student Success Center

In the Student Success Center, you will find tutorials, writing templates, style guides, college-specific documents, plagiarism prevention methods, and university policies and handbooks in one central location. https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/

Disability Services

Reach out to your student services counselor (SSC) for related policies and procedures.

Technical Support

The GCU Technical Support Help Center offers resources and knowledge for campus and online students. https://support.gcu.edu/hc/en-us

Zoom

In UNV-508 & SCN-501, you will receive a Zoom setup email to your GCU student account. Please follow the instructions to activate your Zoom account using your GCU email. Zoom resources and guides will be included in the course shell. CITs who do not receive an email may reach out to tech support for additional assistance.

Institutional/Program Policies

For institutional/program policies on the following topics, please refer to the University Policy Handbook: https://www.gcu.edu/academics/academic-policies.php

- Family Educational Rights and Privacy Act (FERPA), under Student Records
- Health Insurance Portability and Accountability Act (HIPAA), under Student Records
- Title IX and Non-Discrimination Policy
- Active Military Duty, under Program of Study, Course Availability, and Cancellation, University Official Withdrawal, and Financial Services
- Degree Policies, under Master Programmatic Progression Requirements
- Master Graduation Requirements
- Financial Aid, under Financial Services
- Registration Policy
- Academic Integrity Policy, under Code of Conduct and Academic Standards
- Procedure for Processing Alleged Violations of the Student Code of Conduct, under Code of Conduct and Academic Standards
- In-Course Penalties, under Code of Conduct and Academic Standards
- University Penalties, under Code of Conduct and Academic Standards
- Internal Review Policy

Leave of Absence

For information on leaves of absence, refer to the Leave of Absence policy, under Federal Financial Aid in the University Policy Handbook, or contact your student services counselor for assistance: https://www.gcu.edu/academics/academic-policies.php

Multicultural, Diversity, and Inclusion

The GCU Multicultural, Diversity, and Inclusion Policy is located in the University Policy Handbook: https://www.gcu.edu/academics/academic-policies.php.

Clinical Mental Health and School Counseling Program Curriculum

CMHC Course Map

The course map below outlines the sequence of courses in the Master of Science in Clinical Mental Health Counseling (MS-CMHC) program, along with the following programs:

- Master of Science in Clinical Mental Health Counseling with an emphasis in Childhood and Adolescence Disorders
- Master of Science in Clinical Mental Health Counseling with an emphasis in Christian Counseling
- Master of Science in Clinical Mental Health Counseling with an emphasis in Marriage and Family Therapy
- Master of Science in Clinical Mental Health Counseling with an emphasis in Trauma

Courses designated with a * are shared between the CMHC and SC programs.

Course 1	**Course 2**	**Course 3**	**Course 4**	**Course 5**	**Course 6**
UNV-508	*CNL-505	*CNL-500	CNL-501	*CNL-515	*CNL-509
Introduction to Graduate Studies in Counseling	Professional Counseling, Ethical, and Legal Considerations	Theories and Models of Counseling	Substance Use Disorders and Addictions	Counseling Skills	Counseling the Culturally Diverse
Course 7	**Course 8**	**Course 9**	**Course 10**	**Course 11**	**Course 12**
*CNL-520	CNL-527	CNL-530	*CNL-518	CNL-521	CNL-545
Group Counseling	Principles of Psychopharmacology	Human Sexuality and Issues of Aging	Lifespan and Development	Counseling Couples and Families	Abuse, Crisis, and Trauma Counseling
Course 13	**Course 14**	**Course 15**	**Course 16**	**Course 17**	**Course 18**
CNL-523	CNL-525	*CNL-540	CNL-610	CNL-605	CNL-644
Assessment, Tests, and Measurements	Career Counseling	Research Methods and Program Evaluation	Clinical Assessment, Diagnosis, and Treatment	Psychopathology	Assessment of Mental and Emotional Health Status
Course 19	**Course 20**	**Course 21**			
CNL-624	CNL-664A	CNL-664B			
Counseling Practicum	Counseling Internship I	Counseling Internship II			

School Counseling Course Map
The course map below outlines the sequence of courses in the Master of Education in School Counseling program.

Courses designated with a * are shared between the CMHC and SC programs.

Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
SCN-501	*CNL-505	*CNL-500	*CNL-515	*CNL-509	SCN-505:
Introduction to Graduate Studies in Counseling	Professional Counseling, Ethical, and Legal Considerations	Theories and Models of Counseling	Counseling Skills	Counseling the Culturally Diverse	Organization and Administration of a School Counseling
Course 7	**Course 8**	**Course 9**	**Course 10**	**Course 11**	**Course 12**
SCN-600	*CNL-520	*CNL-518	SCN-510	SCN-605:	*CNL-540
School Counseling Practicum	Group Counseling	Lifespan and Development	Counseling for College and Career	School Counseling Internship I	Research Methods and Program Evaluation
Course 13	**Course 14**	**Course 15**	**Course 16**	**Course 17**	**Course 18**
SCN-610	PCN-670	PCN-673	PCN-672	SCN-615	PCN-671
Contemporary Issues in School Counseling	Development through Childhood and Adolescence	Developmental Disabilities	Childhood and Adolescent Trauma	School Counseling Internship II	Psychopathology and Treatment of Children and Adolescents
Course 19	**Course 20**				
SCN-620	SCN-625				
Educational Tests and Measurements	School Counseling Internship III				

Course Schedule

Reach out to your student services counselor (SSC) for scheduling-related inquiries.

Graduate Field Experience

For information about practicum and internship policies, procedures, and expectations, refer to the Graduate Field Experience Manual: https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/cmhc-ces-medsc-field-experience-manual.pdf

For more information about field experience, you may also reference the University Policy Handbook and Academic Catalog:
https://www.gcu.edu/academics/academic-policies.php

Procedures for Course and Program Evaluation

Grand Canyon University (GCU) fosters a culture of student assessment and improvement by establishing a strong foundation for assessment of student learning and implementing institutional goals and benchmarks.

The Office of Assessment, as part of GCU's Student Success, functions to facilitate continuous improvement of student learning and is responsible for management, analysis and informational reporting of assessment.

University Policy Handbook and Academic Catalog:
https://www.gcu.edu/academics/academic-policies.php

Information on internal assessment practices and results is available upon request: GCUAssessment@gcu.edu

Student Assessment at Grand Canyon University

For information on assessment of student learning, please see the Grading System policies in the University Policy Handbook: https://www.gcu.edu/academics/academic-policies.php

Individual Assessment of Student Learning

Key Performance Indicators (KPIs)

The counselor education program faculty systematically assess your progress throughout the program by examining your learning in relation to a combination of knowledge and skills through key performance indicators (KPIs). The course syllabi and instructional videos in HALO indicate specific assignments connected to KPIs and program objectives.

Licensure and Certification

Examinations

For students seeking licensing as professional counselors, the National Counselor Examination (NCE) and National Clinical Mental Health Counseling Examination (NCMHCE) are offered by the National Board for Certified Counselors (NBCC). CITs may take the NCE prior to graduation. Email communication is sent out periodically to CITs eligible to take the exam. School counselors in training (SCITs) seeking licensing or certification as School Counselors may be required to take the Praxis Exam offered by Educational Testing Services (ETS).

Check your state board licensing and certification website for specific requirements related to licensure exams. Information about the aforementioned exams is shared throughout the program.

Professional Certification & Licensure Resources

Upon enrollment, CITs are encouraged to determine requirements for certification and licensure in their state. A list of state licensure websites can be found on the following sites:

American Counseling Association (ACA): https://www.counseling.org/government-affairs/state-issues/licensing

America School Counselor Association (ASCA): https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements

To get acquainted with the licensing process, students complete a State Credentialing Board Research Project in their Professional Counseling, Ethical, and Legal Considerations (CNL-505) course that supports them in examining licensing requirements, differentiating between tiered levels of licensure or certification, and determining academic and field experience requirements to apply.

Code of Ethics

American Counseling Association (ACA): https://www.counseling.org/knowledge-center/ethics

America School Counselor Association (ASCA): https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf

Disclaimer: Grand Canyon University's College of Humanities and Social Sciences reserves the right to make changes of any nature to this handbook when they are deemed necessary or desirable. This handbook is for informational purposes and does not constitute a contract. The Counselor in Training Handbook does not establish a contractual relationship; rather, the handbook sets forth academic, counselor identity development, and other expectations that a counselor in training must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While program support and other Grand Canyon University personnel are available to guide the counselor in training with respect to the requirements, it is the ultimate responsibility of the counselor in training to follow them.

Concluding Remarks:

The counselor education program faculty are here to guide you throughout your educational journey. Our hope is that you will utilize this Counselor-in-Training Handbook to serve you in your program of study and strengthen your counselor identity development. This is a personal journey that leadership, faculty, and staff are pleased to share with you. Throughout your growth and development, we hope this resource will serve you well.

Isaiah 40:31. But those who trust the LORD will find new strength. They will be strong like eagles soaring upward on wings; they will walk and run without getting tired.