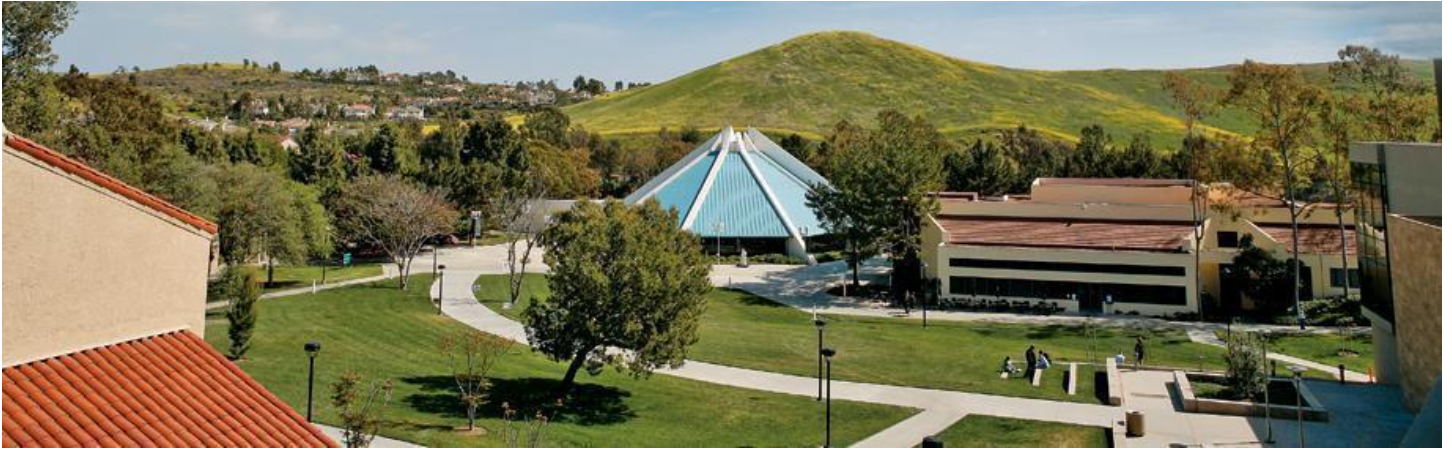




TOWNSEND INSTITUTE
FOR LEADERSHIP & COUNSELING

AT CONCORDIA UNIVERSITY IRVINE

2022-2023 Student Handbook

Counseling Programs

Student Handbook and Policies

Townsend Institute at Concordia University Irvine

Mission of Concordia University Irvine

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service, and Leadership.

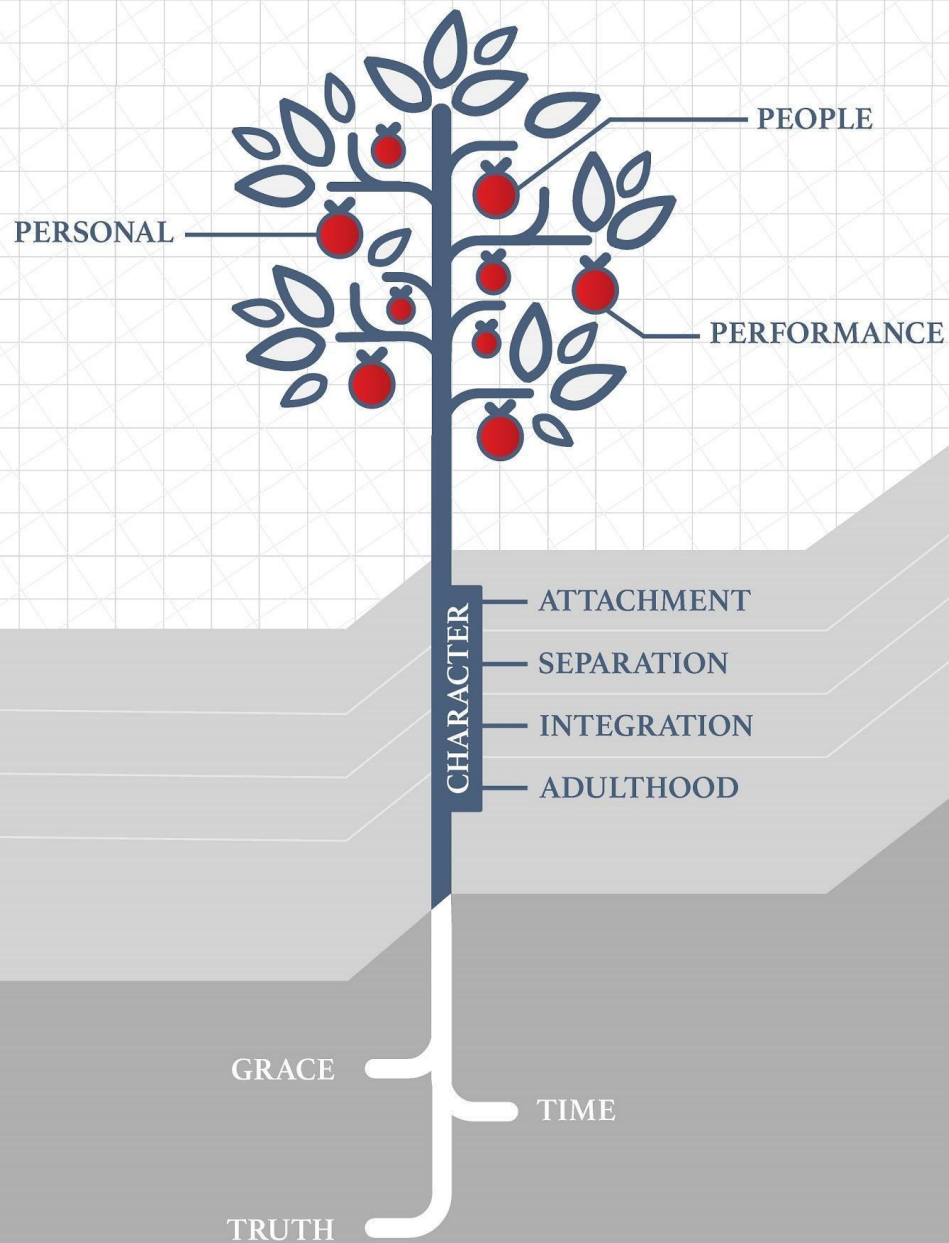
Townsend Institute Mission and Vision

Committed to the transformational power of competency, character, and connection, the Townsend Institute provides counselors, executive coaches, and organizational leaders with world-class, life-changing educational experiences that are biblically-informed, research-supported, and rooted in the Townsend growth model.

The Townsend Institute & Concordia University Irvine

The Townsend Institute and Concordia University have formed a unique partnership to offer graduate programs. John Townsend is an American Christian author and speaker. Dr. Townsend is a New York Times best-selling author, leadership coach, psychologist and organizational consultant who has been helping leaders, organizations and individuals make changes and exceed their goals for more than two decades. The educational degrees and certificates are offered by Concordia University in collaboration with Dr. Townsend.

THE COMPETENCE & CHARACTER GROWTH PATH



ACCEPTANCE AND ADMISSIONS PROCEDURE

To be accepted into the Townsend Institute of Counseling, Students must submit the following:

- Application Requirements
- An application with nonrefundable application fee of \$50
- One official transcript from a regionally accredited college or university that shows your confirmed bachelor's degree. Official college transcripts must be sent in a sealed envelope.
- Must have earned a cumulative GPA of 3.00 on a 4.00 scale.
- Written essay (2 pages, 500 word minimum) addressing the following items:
 - Personal, professional, and educational goals
 - In your experience, what is the best way that a person grows or changes? You can add an example of a characteristic about yourself that you wanted to change and how you went about changing it.
 - What parts of your personality do you feel are conducive to your potential success in forming effective counseling relationships?
 - What is your capacity as a counselor to treat all those in need and show respect for cultural differences?
- What interested you in applying to the Townsend Institute as opposed to other programs?
- Minimum of 2 professional references required.
- A current professional resume
- Group interview with program faculty

Transfer of credits

- No more than six (6) credit hours of graduate work may be transferred from a regionally and CACREP accredited university.
- Transfer credit will be considered only for elective courses as part of the Counseling program Degree plan. Core curriculum courses may not be accepted for transfer.
- Only grades of "B" or better will be accepted for transfer credit
- Transfer courses are evaluated by the appropriate advisor in consultation with the program director. If approved, the advisor or program director will submit a substitution form to the Office of the Registrar.
- Credit must have been granted by a regionally accredited U.S. institution or foreign university. If the latter, evaluation from an approved foreign transcript evaluation service is required.
- Only graduate-level courses completed for graduate credit at the transfer institution before enrollment in the Concordia University Irvine graduate program will be accepted.
- Transfer courses must not be older than 6 years.
- All prospective students must submit official transcripts of coursework, including course description, completed at other colleges and universities to the Office of the Registrar at the time of admission.
- All transfers are at the discretion of the Counseling Program Director or Associate Dean of the Townsend Institute.

Admissions Appeal Process

When an applicant for any of the Townsend Institute majors or certificates does not meet the preset admissions criteria set forth initially by the faculty, Concordia University Irvine will move the student through the appeal process (which a student begins with a written appeal or with a formal letter to their admissions counselor). The applicant may provide any pertinent information for their appeal, including but not limited to GMAT or GRE scores, formal written appeal letter, character references, and any other additional materials or supportive documentation. The admissions counselor will send the complete student file to a review committee to include Director of Admissions (or similar) and Program Director (or approved faculty representative). Application appeals that receive a split vote for admission following the Director of Admissions and Program Director review will be escalated to the Dean for a final recommendation.

This process should take no more than 5 working days from the beginning of the students appeal (with completed file) to the time of decision. If no decision is made within the 5 days, the decision will be made by the Director of Admissions (or similar). This appeal process is for anyone who does not fully meet the admissions criteria set forth and shall have written documentation that will be stored in the students electronic file.

New Student Orientation

New students to the Townsend Institute Counseling program are directed to the student handbook on the catalog website at the time of acceptance. Before students are able to enroll in class, they must sign and return a “Handbook Acknowledgement Form” to the academic advisor.

As part of the student’s orientation, they will be given access to a blackboard “class” containing resources. Students will continue to have access to this class until graduation. This class will always contain the latest version of training videos and any necessary forms or information.

Students begin the Counselor Education Program with COUN 600, Personal Development and Group Process Skills, which is a hybrid online course with a full four-day campus-based intensive learning experience. The four day intensive provides opportunity to build relationships with fellow students, faculty, and staff. During this intensive, students’ personal growth expectations as counselors-in-training are discussed in relation to Dr. Townsend’s Character + Competence model (see page 2). As part of this course, students participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members.

ACADEMIC POLICIES AND RESOURCES

Attendance and Participation

Students are expected to attend all classes or watch the class recordings, synchronous and asynchronous to have completed the readings and assignments by the due date, and to be active and involved in class discussion and discussion boards. On average, students should expect to spend approximately 14-19 hours per week (for a 7-week long course). This is based on the average course expectation and a graduate reading and writing level. Some students may need more time per course based on their own unique learning styles. Course absences include missing a virtual class and/or not watching the recording, missing a homework partner call, or not participating in a weekly discussion board. Unexcused absences of even one class session may incur a reduction of up to one letter grade (i.e., A to B). For an absence to be excused, a valid excuse must be cleared with the instructor prior to the scheduled class time. Excuses that relate to emergent circumstances, illness, and work-related events will be considered for a make-up assignment/activity (one excused absence only). Two or more absences can result in a non-passing grade.

Absence Policy

Course absences include missing a virtual class and/or not watching the recording, missing a homework partner call, or not participating in a weekly discussion board. Unexcused absences of even one class session may incur a reduction of up to one letter grade (i.e., A to B). For an absence to be excused, it must be cleared with the instructor prior to the scheduled class time. Excuses that relate to emergent circumstances, illness, and work-related events will be considered for a make-up assignment/activity (one excused absence only). Two or more absences can result in being dropped from the course or a non-passing grade.

Late Assignments

Timeliness and effective time management are critical skills for success in graduate school. Contact the Instructor immediately if you encounter an unanticipated event that is out of your control and prevents you from meeting an assignment deadline. Requests for leniency are granted at the instructor's discretion. Repeated requests for extensions will be denied and chronic lateness will adversely affect your grade. Requests for extensions after the assignment due date has passed are not likely to be considered, except for emergent issues. Examples of emergent issues include a health crisis for you or an immediate family member for whom you are a caregiver, extended and extraordinarily severe weather events that disrupt communications, or being called to military duty. Poor time management, other work commitments, vacations, not reading or following the Course Syllabus, or failure to obtain the appropriate books or computer equipment are not events that warrant special consideration.

Assignments are usually due no later than midnight PST, MST, CST or EST (whichever time zone the student is in) on the date listed unless otherwise indicated. It is understood that emergency circumstances may interrupt an assignment's promptness. Exceptions will be made only if there is an emergency circumstance and prior arrangements have been made with the instructor. If the

instructor approves an extension, there may be a point reduction for the assignment being late. No assignments will be accepted after one week of the assignment's original due date.

Discussion posts submitted after the week in which they are due are not eligible for credit without prior authorization from the instructor. Discussion posts may incur up to a 10% deduction off the total discussion points possible for each day late on any submission of a main post or a response post. Failure to meet the deadline for papers/assignments without prior approval may result in up to a 25% deduction per day. Any assignment submitted after Day 3 of the following week may not be eligible for credit.

Academic Honesty Policy

All courses and academic work at Concordia University Irvine seek to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student can derive personal satisfaction and a sense of accomplishment. Academic dishonesty, which includes all forms of plagiarism, cheating, and the offering or receipt of unauthorized aid, subverts these goals and is prohibited.

DEFINITIONS

1. Academic Dishonesty: Academic dishonesty includes all forms of cheating on any course-related activities, including (but not limited to) tests, quizzes, and other assigned work, as well as all forms of plagiarism, misuse of internet resources, multiple submissions of student work, falsification and false statements, and unauthorized aid. Academic dishonesty may occur in courses offered by Concordia University, in courses transferred into the university while the student is enrolled at Concordia University, or in other academic work done while the student enrolled at Concordia University (e.g., the President's Showcase of Academic Research); the provisions of this policy cover all such instances.

2. Plagiarism: Plagiarism is the submission of material from one or more sources without citing those sources, or by citing sources inaccurately or incompletely. It may consist of direct quotation of sources (uncited, inaccurately or incompletely cited), or it may consist of indirect quotation (i.e., paraphrasing) or summarizing of such sources without proper attribution. Plagiarism may be unintentional or intentional. Both forms are serious academic violations. A respected writing handbook describes academic dishonesty and plagiarism in the following way.

While there are many ways to damage academic integrity, two that are especially important are inaccurate or incomplete citation of sources—also called unintentional plagiarism—and plagiarism that is deliberately intended to pass off one writer's work as another's (Andrea A. Lunsford, *The St. Martin's Handbook* 283).

3. Internet Plagiarism: *The Scott Foresman Handbook for Writers* by M. Hairston, J Ruszkiewicz and

C. Friend, has some specific advice for using the internet.

The basic rules of scholastic honesty still apply in electronic environments. [Students] may not copy and paste information from a Web site, listserv, newsgroup, or other electronic source to [their] own project without fully documenting that material. Nor may [they] call it [their] own because [they] have altered it in some minor way. (748).

4. Multiple Submission: Multiple submission is the submission of work a student has completed in one course to meet requirements in another course. Students must always obtain permission from their instructor before using work completed in one course to meet requirements in another.

5. Falsification: Falsification is the submission of another student's work as one's own. The same applies to purchasing essays or other academic materials in order to submit them as one's own work.

6. Unauthorized Aid: Unauthorized aid is any type of assistance that is not permitted by the University or its faculty. Examples include (but are not limited to) receiving answers to a quiz or test from another student or some other source; having one student complete a homework assignment or sign a course attendance sheet on behalf of another; having one student take a quiz or test on behalf of another; aid issued by any University constituent (paid or unpaid by the University) which is unauthorized or which falsifies a student's personal academic work. Students who are unsure whether a particular type of aid is authorized or unauthorized must consult their instructor in advance before attempting to give or receive such aid. The giving, receiving, and knowing toleration of unauthorized aid are all considered to be academic dishonesty, and students who commit any of the three are liable to the consequences of this policy and its attendant procedures. Any unauthorized aid which creates an academic exception to improve a grade, earn course credit, or meet an admission, financial aid, eligibility or graduation requirement is a form of academic dishonesty.

ADJUDICATION

Academic dishonesty, cheating and plagiarism are academic matters, thus they are handled by faculty and academic administrators following the procedures established by the University's Academic Council and described in the Student Code of Conduct. Since the Office of Student Conduct serves as the University's repository for student conduct records, faculty who find instances of academic dishonesty are required to notify the Director of Student Conduct & Care of them before consequences are determined, so that any previous cases of academic dishonesty in the student's record can be considered. The deans of the University's schools participate in the academic dishonesty process by verifying faculty findings of academic dishonesty and consulting the reporting faculty member regarding appropriate consequences. The Office of the Provost or its designee is the sole and final adjudicator of the application of this policy and hears any student appeals related to academic dishonesty; therefore, student conduct appeal procedures described in the "Disciplinary Process" and "Student Rights and Responsibilities" sections of this Student Code of Conduct does not apply in such cases. Findings related to academic honesty will be shared with the

Office of the Dean of Students and will be considered in student disciplinary proceedings.

Multiple instances of academic dishonesty may render a student liable to dismissal from the university, depending on the number and severity of the instances. A single instance of dishonesty may be sufficient to lead to a student's dismissal, if the instance is particularly flagrant or extreme as determined by a school dean.

The faculty of the University have determined that the following range of penalties will be applied to students found responsible for committing academic dishonesty:

a. First instance at the University: The student is required to undergo mandatory training in academic honesty as stipulated by the University, at his or her own expense. The instructor, in consultation with the dean of the school, also selects a penalty from the following range of options:

- A failing grade for the assignment, with an opportunity to make up the work.
- A failing grade for the assignment, with no opportunity to make up the work.
- Up to a letter grade off of the final grade for the course.
- A failing grade for the course.
- Dismissal from the University. The student receives a failing grade for any course she or he committed academic dishonesty in that semester and be administratively withdrawn from all other courses that semester. The University will not readmit the student (applicable only in extreme or flagrant cases; requires consent of the Dean for the school in which the instance occurred and the Dean for the school in which the student is enrolled, if these are different).

b. Second instance at the University: The student is required to undergo mandatory training in academic honesty as stipulated by the University, at his or her own expense. The instructor consults with the dean of the school, and together they select a penalty from the following range of options:

- A failing grade for the course.
- Dismissal from the University. The student receives a failing grade for any course she or he committed academic dishonesty in that semester and be administratively withdrawn from all other courses that semester. The University will not readmit the student (applicable in extreme or flagrant cases; requires consent of the Dean for the school in which the instance occurred and the Dean for the school in which the student is enrolled, if these are different).

c. Third instance at the University: Dismissal from the University. The student receives a failing grade for any course she or he committed academic dishonesty in that semester and be administratively withdrawn from all other courses that semester. The University will not readmit the student. The Dean for the school in which the instance occurred (and the Dean of the School in which the student is enrolled, if these are different) consults with the instructor to determine whether any mitigating circumstances justify a lesser punishment; if not, the student is dismissed.

In the event unauthorized aid has been deemed to have been offered by a University constituent to a student, the Office of the Provost, in conjunction with the Human Resources Department and

the Dean of Students, will conduct an investigation of the alleged academic dishonesty to determine appropriate actions towards the constituent and the student involved. In the event this pertains to a prospective or current student-athlete, the Assistant Athletic Director for Compliance will also be notified to determine if an NCAA violation has occurred.

For further information please reference the [Student Code of Conduct](#).

Counseling Students who engage in instances of Academic Dishonesty may also be referred to the Counseling Student Development Committee for further remediation in addition to any action taken by the Office of Student Conduct.

MATRICULATION

Students are eligible to for graduation once the following requirements have been met:

- Successful completion of 45 core course units;
- Successful completion of 6 elective course units;
- Successful completion of 9 clinical course units to include:
 - A supervised practicum, COUN 640 Supervised Practicum, consisting of a total of 100 clock hours, with at least 40 clock hours of direct service with actual clients.
 - Internship experienced in COUN 641 Supervised Internship I. Internship I will consist of 300 total clock hours, with 120 clock hours of direct service with actual clients.
 - Internship experienced in COUN 642 Supervised Internship II. Supervised Internship II will consist of 300 total clock hours, with 120 clock hours of direct service with actual clients.

In addition to unsuccessful completion of any of the above criteria, matriculation to graduation may be paused, delayed or unable to be obtained if any of the following situations occur:

- Failing to complete a Student Development Plan as created by the Student Development Committee
- Inability to begin or remain in the field sequence (COUN 640/641/642) due to an ethical or dispositional issue
- Inability to begin or remain in the field sequence (COUN 640/641/642) due to a background check that indicated behavior incompatible with the field of professional counseling
- Dismissal from the program due to significant dispositional, academic or professional concerns

ONLINE COMMUNICATION EXPECTATIONS

For Synchronous Learning Sessions, students are expected to be prepared to engage in discussions or activities led by the instructor. Promptness to these sessions is required to maximize time on task and to show courtesy toward others. For Asynchronous Learning, students are required to communicate with the professor and fellow classmates several times a week. A large portion of this is accomplished through weekly Discussion Board conversations. On average, there are several writing prompts or questions posted by the professor on a weekly basis. The student is asked to

clarify why he or she would choose a certain line of thinking or course of action as it relates to the writing prompt or question. The rationale for a particular course of action can be stated after reviewing such things as the implications from the social, emotional, academic, physical and spiritual sides. Anything from the readings or other literature may be brought in to support the answer. All posts should be formatted in APA style to include citations where applicable.

“REASONABLE ACCOMMODATION” STATEMENT

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability Access Services (DAS) -

<https://www.cui.edu/studentlife/disability-access-services>.

GRADING AND THE GRADING SYSTEM

Maintaining Good Standing

The university is committed to providing assistance to students for academic success, while at the same time maintaining a standard of academic integrity. When a student's academic achievement falls below the standards set by the university, academic probation and disqualification are imposed.

A student must maintain a 3.0 cumulative GPA and a 2.0 semester GPA to remain in good standing in the MA Counseling Program. If a student drops below a 3.0 cumulative GPA, the student is placed on Probation and has until the end of the next semester, to achieve the required 3.0 cumulative G.P.A., or the student may be dismissed from the program. Please see the entire Academic Standing Policy [here](#).

Academic Probation

A student having a semester GPA below 3.00 will be placed on probation for the following semester. A student having a semester GPA above 3.00 but an institutional GPA below 3.00 will remain on academic probation until the institutional GPA is at least a 3.00.

A student is on probationary status if he/she has been fully or conditionally admitted to the program and does not maintain the appropriate course GPA and/or 3.0 cumulative GPA. A student may also be placed on probation if he/she receives an F in any course, or fails to obtain a passing grade of a B. Other reasons a student may be placed on probation include issues relating to moral or ethical character, behavior unbecoming of a student, or other conditions or combination of conditions that cause reason to question the student's compatibility in the program. Students on probation may register for no more than 1 course at a time.

A student must resolve any issues leading to the probationary status by the last day of the following semester. If this is not possible, i.e. the course needing to be repeated is not offered, the Dean may determine an appropriate time-line. If the probationary status is not remedied the student will be dismissed from the program.

Academic Disqualification

Any student whose GPA falls below 3.00 for two consecutive semesters and whose institutional GPA

is below 3.00 will be academically disqualified as a degree student. Any student whose institutional GPA is less than 2.00 in a single semester will be academically disqualified as a degree student. Upon dismissal the student has the right to appeal in writing to the Dean. A student can only appeal once during their participation in a graduate program at Concordia University Irvine.

Minimum Grade

Students must earn a B minimum grade for coursework applied towards fulfillment of degree or certificate requirements.

Course Repeats

A master's degree course may be repeated in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia University Irvine. When a course is repeated, the higher grade takes precedence and is calculated in the GPA. The lower grade is still indicated on the transcript but is not calculated in the GPA. One (1) course may be repeated one (1) time.

Grading System

Coursework is evaluated and grades are awarded as follows. Instructors may employ a point system in individual courses, but the following are the Registrar's standards for grading. All final course grades below a "B" will need to be repeated. Students may only retake one course one time in an attempt to successfully complete it, over the duration of the program.

A	93 - 100%	Excellent	4.0 grade points
A-	90 – 92%		3.7 grade points
B+	87 - 89%		3.3 grade points
B	84 – 86%	Good	3.0 grade points
B-	80 – 83%	Not Degree Eligible	2.7 grade points
C+	77 – 79%	Not Degree Eligible	2.3 grade points
C	74 – 76%	Not Degree Eligible	2.0 grade points
F	73% and below	Failing	0.0 grade points

Grade Appeal Process

The university recognizes the right of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is the final authority in determining grades that are assigned to students and that appear in their permanent academic records. Students have a right to inquire how their grade was determined. The following procedures apply to changes of grades except for changes of Incomplete (I) and withdrawal (W) grades.

In general, all course grades are final when filed by the instructor within one week after the course is completed. Students have access to their grades through My Records. These grades are a part of the official records.

Students have the right to formally appeal the final grade in a course. When grades are given for any course of instruction the grade given to each student shall be the grade determined by the instructor of the course.

Clerical and Procedural Error

It is the student's responsibility to bring any error in grades to the attention of the instructor, in writing, within one semester following the issued grade. Grade changes made because of computation or recording errors must be corrected no later than the last day of classes of the next full semester. Submission of extra work after a semester is completed will be permitted only when a grade of "Incomplete" was assigned.

The student must produce in writing a formal request for a review of the grade clearly stating the rationale for a grade review. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of the Registrar. Prior to being accepted by the office of the Registrar, the change of Grade form shall be completed and signed by the instructor, noting the basis for the change.

Arbitrary or Discriminatory Academic Evaluation

The student should first attempt to resolve an academic grievance directly, in writing, with their professor. If the instructor determines there is not a valid basis for the change and denies the grievant's request, the student may choose to appeal, in writing, to the Counseling Program Director, within thirty (30) days of the date of the academic grievance (date written document received). The Program Director will have five (5) working days while classes are in session and fifteen (15) days when classes are not in session to respond to the appeal. If the matter is not resolved, the grievant may choose to appeal, in writing, to the dean of the school. The dean of the school will have five (5) working days while classes are in session and fifteen (15) days when classes are not respond to the appeal. If the matter is not resolved, the grievant may choose to appeal, in writing, to the Provost.

For more information, students may refer to the [Student Academic Grievance Policy](#).

Satisfactory Academic Progress (SAP)

Overview

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

Minimum Standards

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the University's academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of units, and be within the maximum time frame. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

Qualitative Measure of Progress

The qualitative requirement sets a minimum Cumulative Grade Point Average (GPA) for the degree level at which a student is classified. Note: This is the GPA used to determine one's status and includes grades from courses taken at all other schools that are accepted by Concordia. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

Minimum Cumulative GPA for graduate students is 3.0

Quantitative Measure of Progress

The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.

Pace of Progression/Completion Rate

The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum time frame. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.

Maximum Time frame

The maximum time frame for undergraduate students to complete their degree cannot exceed 150% of the published length of the academic program. Hours are counted starting with the semester the student entered school, even those semesters in which he/she did not receive financial aid. The maximum time frames are listed below:

Bachelor's Degree 180 Attempted Hours

Master's Degree Attempted Hours required for program (40 units)

Age of Credit

CUI courses for the MA Counseling Program that are more than 6 years old may not be applied toward the MA Counseling degree. Transfer credit from an outside institution will not be evaluated if it is older than 6 years.

Hours Attempted

Hours attempted include all hours pursued in the student's career and are counted in the maximum time frame whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the University.

Auditing Classes

Students who wish to enroll in a course without receiving credit may choose to audit the course until the last day to add each semester. Exams and papers assigned to students taking the course for credit do not apply to audit students; all other expectations are the same. Professors will not be expected to grade any work done by an auditing student. A notation of "Audit" will be assigned upon satisfactory completion of the course. Audited courses do not count toward graduation requirements. Additional information may be obtained in the Office of the Registrar.

The following classes may not be taken as a non degree student. All courses requested by an audit student are subject to approval by the Counseling Program Director.

- COUN600/conference
- COUN640
- COUN641
- COUN642
- COUN643

Non Degree Students

These are students attending Concordia on a part-time basis and are not working toward a degree, certificate, or credential. These students must complete a Guest Application for non-degree coursework through the Office of the Registrar before registering for classes. Credit for these courses cannot be applied toward a degree, certificate, or credential until these students have completed the degree seeking application process through the Office of Admission.

The following classes may not be taken as a non degree student. All courses requested by a guest student are subject to approval by the Counseling Program Director.

- COUN600/conference
- COUN640
- COUN641
- COUN642
- COUN643

Repeated Coursework

Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the

maximum timeframe (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

Financial Aid Warning

Students who do not meet the SAP standards will be placed on Financial Aid WARNING. While on WARNING status, students will continue to receive financial aid. All students who are notified of their WARNING status should seek academic counseling and take advantage of all other student services available to ensure student success at Concordia University.

Financial Aid Termination

Students who do not meet the SAP standards for more than one term will be TERMINATED from receiving all financial aid. Being on TERMINATION status does not prohibit a student from continuing their education. Students who have lost their financial aid eligibility may be reinstated once they demonstrate satisfactory academic progress.

Appeal Process

Only appeals for the following reasons will be accepted:

- A death of an immediate family member of the student.
- Medical/hospitalization of the student.
- Mitigating circumstances beyond the student's control that affected their academic progress.

All appeals must be submitted in writing, and include the Financial Aid Satisfactory Academic Progress (SAP) Appeal Form, with supporting documentation attached, to the Financial Aid Office. Acceptable documentation for each circumstance must be stated in the appeal letter and supporting documentation must be attached, such as medical records, death certificates and any documentation that supports the student's mitigating circumstances. The Director of Financial Aid will approve or deny appeals as they are submitted. Results of an appeal will be sent to the student in writing. Any student whose appeal is denied by the Director of Financial Aid has the right to appeal to the Financial Aid Committee. The Financial Aid Committee will use the same criteria in rendering its decision.

PART- TIME FULL- TIME STATUS

Students are considered part-time on the three year track, taking one course per term, students taking two courses per term are considered 2 year students and are Full-Time. Course tracks can be referenced in the *Guide to Typical Program* which outlines courses and typical progression through the program.

Stopping Out One Course or One Semester

Stopping out one course or semester within your major because of personal or professional concerns does not require readmission to the university. If you do withdraw or skip a course, please contact your academic advisor, as this will impact not only your schedule, but billing and possibly financial aid. Withdrawing or skipping a course may impact graduation timelines, as some courses

must be taken in sequence, and others must be completed prior to taking COUN 640 Supervised Practicum.

Stopping Out More than One Semester

Students who have not enrolled for two or more semesters who wish to return to their program must reapply for admission, which is not guaranteed. Inactive students returning from inactive status will return at the tuition rate in effect upon their return and will follow the catalog requirements in effect for the semester they return. Inactive students returning from inactive status may be required to complete additional coursework if the degree requirements have changed or they may have to repeat coursework if the stop-out period exceeds the program's time limit policy for degree completion. If a student leaves Concordia University Irvine (CUI) on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into CUI.

The application form for readmission is different from the original application found on the website, and can be obtained by contacting the Graduate Admissions Office. Once completed, the director of the program will review the file. You may be called in for a personal interview as part of this process. The director, in consultation with a committee, will decide on readmission on a case by case basis. Please note that when you are readmitted, it will be at the prevailing tuition rate for the program. Students that are academically dismissed must wait at least one calendar year from the date of dismissal to reapply.

Incomplete (I*)

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incomplete grades must be resolved within four (4) weeks from the end of the course unless an extension is granted by the instructor with the approval from the dean. Incompletes will be calculated for academic standing using the default grade. Students with incomplete grades are subject to academic probation and academic dismissal based on the default grade. Failure to resolve an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete. Default grades are C, D, F, or NP.

Dropping Courses

A course may be dropped during the open registration window without receiving a "W" on the academic record. Courses dropped after that will receive a grade of Withdrawal "W." For 7-8 week courses, students may withdraw ("W") until the end of week 5; for 14-16 week courses, students can withdraw ("W") until the end of week 11. You must formally withdraw from a course; non-attendance does not constitute a withdrawal. If a course is not officially dropped, the instructor will assign the grade earned.

Students must complete the university [drop form](#) and inform their academic advisor so an updated grad plan can be discussed.

Administrative Withdrawal

Administrative withdrawals will be allowed if the student is enrolled in class and does not attend, log into Blackboard, or participate during the first two (2) weeks of class.

Withdrawal (W)

Full-semester courses may be dropped without record of enrollment during the first 2 weeks of the semester. From weeks 3 through week 11 of the full semester, courses may be withdrawn from with a "W" grade. For shorter terms (7 to 11 weeks), courses may be dropped without record of enrollment for the first week of the term. During weeks 2-5 (for 7-week terms), weeks 2-6 (for 8-week terms) and weeks 2-9 (for 11-week terms), courses may be withdrawn from with a "W" grade.

It is the student's responsibility to bring any error in grades to the attention of the instructor within 1 semester following the issued grade. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full semester. Submission of extra work after a semester is completed will be permitted only when a grade of "Incomplete" was assigned for the specific course.

Withdrawal from School

Students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. The withdrawal date is the date we receive a formal request from the student to withdraw from the university. Any courses that have occurred prior to this date the student will receive the grade earned. Non-attendance does not constitute withdrawal from classes and will result in grades of "F."

ACADEMIC RESOURCES

Writing Expectations

All writing will be assessed for APA format following the APA Manual (7th ed.) as listed in the recommended course materials. The use of proper APA paper format, style, citations, and references is required for all papers and assignments to include Discussion Posts. Consult the syllabus and/or instructor for clarification on specific assignments. All written work must exhibit clarity of thought, and be free of grammar, spelling, and sentence structure errors. Faculty may choose to remove points for excessively long or short assignments, as described by the assignment expectations. Concordia University/Irvine has a Writing Center (<http://www.cui.edu/en-us/studentlife/Writing-Studio>) and writing resources on the library ([cui.edu/library](http://www.cui.edu/library)) and CELT web pages. Please plan ahead to schedule time for assistance in the Writing Center or with a librarian on papers and assignments as needed.

Writing Resources

The Writing Center: Make an appointment with a Writing Center consultant to receive feedback on your paper(s). The Writing Center is located in Theta Lounge. Appointments can be made by going to www.cui.edu/studentlife/writing-center. The site also has links to more than 60 helpful resources for writers such as sample papers showing all citation styles and information on plagiarism.

Grammarly (Free for CUI students): Get help with grammar from this automated grammar tutorial and revision support tool. As a CUI student, you can upload segments—or drafts—of your paper to receive immediate feedback, assess the editorial suggestions, and make the necessary corrections. Simply log-in using your CUI email and E#. DO NOT try to access Grammarly from the internet directly or the system will try to charge you a fee. Instead, access Grammarly through the CUI Writing Center website link.

The Little Seagull Handbook: Bullock, R., Brody, M., & Weinberg, F. (2014). The little seagull handbook (2nd ed.). New York, NY: W.W. Norton & Company, Inc. ISBN-13: 978-0393935806

*Available in the CUI bookstore.

Library Resources

The library services at Concordia can be accessed online at cui.edu/library. There are hundreds of thousands of journals, ebooks and other titles that can be found in the 30+ research databases.

Technology Resources

This course will be conducted using Blackboard. Blackboard can be accessed by going to cui.blackboard.com using most web browsers such as [Firefox](http://Firefox.com) (Firefox.com), [Google Chrome](http://Google.com/Chrome) (Google.com/Chrome), [Internet Explorer](http://Microsoft.com/InternetExplorer) (Microsoft.com/InternetExplorer) and [Safari](http://Apple.com/Safari) (Apple.com/Safari). Blackboard's official list of supported web browsers can be found at <http://goo.gl/zH21E>. As a best practice, it is highly recommended that you have at least two, if not three, web browsers installed on your computer. You can install these additional free browsers by visiting the sites listed above. If something does not work correctly in one browser, simply try again using a different browser.

At any time you experience technical problems, you may contact our Information Technology Services (ITS) department. The email address is ITS@cui.edu and the phone number is 949-214-3175. For specific hours of operation and additional help information, go to <http://www.cui.edu/it>.

Concordia provides a 24 hour 7 days a week self-help password assistance program. To access this service, go to myaccount.cui.edu. If you need further assistance, please email ITS@cui.edu or call ITS at 949 214-3175.

Disability Access Services

Disability Access Services (DAS) works with university departments to ensure that their programs are accessible to every person in the university community.

Additionally, DAS provides reasonable accommodations so that otherwise qualified students with disabilities may, as independently as possible, meet the demands of university life. DAS also serves university faculty and staff with disabilities who should address employment concerns directly to Human Resources and may utilize DAS as an information resource.

Wellness Center

The Wellness Center is dedicated to providing high quality medical and psychological care to CUI students in a private, confidential, and safe setting. The staff is committed to the total wellness of

our students. The Wellness Center is located on the first floor of the Student Union building (next to the Mail Room). For an appointment or for more information, please contact the Wellness Center at: Phone: (949) 214-3102 Email: wellness@cui.edu Website: <https://www.cui.edu/studentlife/wellness-center>

Counseling/Mental Health Resources

We are committed to the continued growth and development of our students, both as people and professionals. We are dedicated to promoting and supporting this effort in an ethical manner. Students are encouraged to seek out their own mental health care and/or personal counseling, coaching, and/or support for psychoeducational, self-care, or personal growth reasons.

All students at Concordia University Irvine have access to our [on-campus counseling center](#) which offers the following resources:

- **Individual Therapy:** Many students meet with the counselor, one-to-one, usually weekly, to work through personal concerns.
- **Crisis Counseling:** At times a student is experiencing personal issues that need immediate assistance.
- **Ongoing education** through lectures and seminars.
- **Referrals:** Provide resources for off-campus groups, medical or psychiatric services that offer more or different services from those available at Concordia University. E-therapy or tele-therapy are not available from Concordia University.
- **Note:** Counseling services are available to students who can be physically present at the CUI Irving campus. Telehealth may be available to students who reside in California.

There is a fee per counseling session for part-time and graduate students. Counseling sessions are not billed to health insurance. However, scholarships are available based on individual financial needs. No one will be turned away for financial issues.

Students who do not live in close proximity to the CUI counseling center are encouraged to utilize their local community resources to secure private counseling services. They may wish to check with their own respective insurance companies for in-network providers, or check with local counseling organizations for referrals. Students are never to engage in private counseling, coaching or other mental health care from other students or faculty within the Townsend Institute. This action would violate the ACA Code of Ethics, section ***"F.10.e. Counseling Services: Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority"*** (ACA, 2014).

Professional Resources

American Counseling Association (ACA)

Within the American Counseling Association there are 19 divisions that enhance professional identity and are organized around specific interest and practice areas, including the aging (AADA); multiculturalism (AMCD); spiritual, ethical, and religious values (ASERVIC); and the military (MGCA), to name a few. Additionally, students may find interest in joining the AACC (American Association of Christian Counselors) and one of its many divisions, including but not limited to military, multicultural, and addictions. The divisions provide professional strength and satisfy the diverse needs of the counseling community.

Students are encouraged to connect with the following resources for events and training in the counseling field. Students will also need to be familiar with their state licensing board, information for which can be found [here](#).

AACC

The American Association of Christian Counselors holds a National Christian Counseling Conference each year. Information for this and other events can be found [here](#).

ACA

The American Counseling Association holds a [yearly conference & expo](#). They provide additional [training and symposiums](#), a free [continuing education](#) module of the month, and a large resource known as their [knowledge center](#).

MA COUNSELING : CLINICAL MENTAL HEALTH COUNSELING PROGRAM POLICIES AND RESOURCES

Diversity and Inclusion

This committee, chaired by a full time Core Faculty member, emphasizes the promotion of a multicultural understanding of the profession of counseling with regard to race, ethnicity, and heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs, as well as physical, emotional, and mental abilities for learners and faculty, alike. The committee helps to coordinate and communicate information regarding conference programming, research, journal articles, continuing education opportunities, social justice issues, and other resources that address issues of multiculturalism and cultural responsiveness and guidance on working with diverse client populations, in addition to serving a diverse student body.

Professional Development and Advocacy

This committee, chaired by a full time Core Faculty member, emphasizes the promotion of engagement in the field of professional counseling. The committee helps to coordinate and communicate information regarding advances in the field, advocacy issues, and professional development opportunities for learners, faculty, and/or site supervisors, for the practice of counseling in various professional settings.

Code of Conduct

All Townsend Institute Counseling students must abide by the CUI Student Code of Conduct. A copy

is provided to all students upon entry into the program and can be found on the Concordia University [Website](#). Students are also expected to maintain the standards set forth by the American Counseling Association Code of Ethics and by the American Association of Christian Counselors Code of Ethics.

Counseling Student Growth and Development

Student Development Committee

The purpose of the Student Development Committee is to emphasize the personal and professional skills and dispositions that are commensurate with a Masters level counseling trainee. Should students need additional work on key dispositional areas (see below), the Student Development Committee may be engaged to work with them towards remediation. Students must demonstrate consistent and sustained proficiency with regard to skills, knowledge, and professional dispositions for successful passage of field work and completion of the program.

Student Development Plans:

The Counseling Program Student Development Committee may engage a student in a development plan towards further growth. This is a supportive plan that is individualized to a student's area of concern where further development is required and may include (but is not limited to):

- Customized assignments
- Meetings with counselor education faculty
- Recommendation for personal counseling or outside support.

Student Referral to the Student Development Committee:

Students may be referred to the Student Development Chair for a variety of reasons. These reasons may include, but are not limited to:

- Lacking in professionalism and counselor identity
- Lacking in key professional dispositions (see below) demonstrated in course work or through communication with faculty and staff or other students
- Poor academic performance
- Reports from the field site supervisor or faculty that indicate dispositional or professional issues
- Unsatisfactory progress or work during practicum or internship experiences
- Instances of plagiarism or other academic dishonesty
- Any violation of the American Counseling Association (ACA) Code of Ethics.

Student Development Procedure:

Students will be informed in writing, a specific plan for remediation. Should a student be referred to the Student Development Committee for remediation, they must comply with any plan set before them. Failure to do so may result in dismissal from the program, or delay in graduation. Should a student not agree with the reasons for referral, or with the set forth development plan, they may appeal the decision. The appeal must follow the below process:

- Appeal in writing to the Counseling Program Director within 7 days of receiving a Student Development Plan

- The appeal will be reviewed by the Program Director and a committee to include TI Advising and 1-2 additional faculty members
- A decision on the appeal will be made and communicated to the student in writing within 7 business days of the committee review
- Should the student not agree with the decision of the committee, they may appeal to the Dean of the T.I.
- The decision of the Dean of the T.I. is final.

Key Professional Dispositions

Students in Counselor Education are expected to comply with professional and ethical standards in all of their activities, including in their classes and research; toward their peers; and across the educational community and in their field work. As such, they are expected to honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid plagiarism, and conduct themselves in compliance with all the ACA ethical standards.

Students are systematically assessed with regard to demonstration of key professional dispositions at multiple points of time throughout the program. The faculty-driven assessment process includes collection, review and analysis of data as compiled via the Counselor Competency Scale-Revised (CCS-R) (Lambie, Mullen, Swank, & Blount, 2015). Among the professional dispositions assessed are:

- Emotional stability and self control
- Motivation to learn and grow
- Openness to feedback
- Multicultural competence
- Professional ethics and behavior.
- Counselor Identity

Student assessment is implemented at varying points during the program, including at the end of the following courses: (1) COUN 602 (Theories of Counseling) (2) COUN 613 (Foundations of Addictions Counseling) (4) COUN 640 Practicum, (5) COUN 641 Internship, and (6) COUN 642 Internship. It is the expectation, that due to the developmental nature of this instrument, as students progress through the program, the instrument will track growth and development through mastery in field work. Core faculty gather twice in the academic year to review students' dispositional scores. Students' failure to progress or demonstrate developmentally appropriate growth may result in course failure, delay of program, or dismissal from the program. Students will be contacted by the Student Development Committee Chair if they receive a low dispositional score at any time during the program. Low or failing dispositional scores may result in remediation plans as determined appropriate by the Student Development Committee. Further, students are held to the standards on these professional dispositions and behaviors during each course. If at any time a

faculty or staff member has a concern about a student's professional disposition or behavior, the student may be referred to the Student Development Committee.

Student Evaluation and Continued Enrollment

As described above, the program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards require that students demonstrate knowledge and skill with regard to curriculum, in addition to professional dispositions (2016).

Supervisors and faculty of the Townsend Institute at Concordia University have a professional and ethical responsibility to evaluate students on the following:

- Counseling skills competence
- Growth in professional dispositions and behaviors
- Self-Awareness and understanding of self to include characterological structure and internal processes that drive healthy or unhealthy affect, cognitions and behaviors
- Personal maturity and relationship skills
- Ethical competency
- Professional ethics and behavior
- Counselor Identity

These evaluations are appropriate during any course the student is taking. Weekly Learning Activities are focused on both growth and meeting CACREP standards that are aligned to basic counseling competency. The program is heavily focused on appropriate experiential opportunities to learn specific counseling skills and techniques. Student's practice can be viewed first hand by skilled practitioners for ongoing feedback. Concerns can be picked up early by faculty and addressed or a remediation plan can be implemented in cooperation with the Student Development Committee and the Program Director.

In addition, there is an extensive evaluation process during the Supervised Practicum and Supervised Internship courses, which lend themselves to this feedback and remediation if needed.

The faculty of the Townsend Institute at Concordia University Irvine will not automatically approve program completion for students who demonstrate deficits that may interfere with future professional competence.

Students enrolled in the Practicum and Internship courses may be given a “not pass” grade and/or be placed on hold and a plan of remediation implemented if any of the following apply:

- Unprofessional or unethical conduct either at the Practicum or Internship sites or in the interaction with faculty and staff of Concordia University Irvine and the Practicum and Internship sites.
- Any verifiable complaints about the student from the Site supervision.
- Threat of lawsuit toward the Site, supervisor, or any employee of Concordia University Irvine.
- Removal from a practicum or internship site by either school personnel or field site personnel.
- Issues with professional dispositions
- If the University supervisor and/or any other faculty of the Townsend Institute at Concordia University Irvine determines that the student’s current emotional, mental, or physical well-being compromises the integrity of the practicum/internship experience or potentially places the student, or others, in harm’s way or an unduly vulnerable position.
- Violation of the University’s Honor Code: I pledge that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student in the Counselor Education Program of the Townsend Institute for Leadership and Counseling at Concordia University Irvine. I understand that violation of this code will result in penalties as severe as indefinite suspension or expulsion from the University.

If any of the above mentioned behaviors occur, the student’s professor will notify the Field Coordinator of the Counseling Program in writing the specific details of the violation. This will be investigated by the Field Coordinator of the Counseling Program along with anyone else he/she deems necessary to be part of the investigation. If warranted the Field Coordinator will bring the issue to the Student Development Committee Chair. A remediation plan will be formulated in conjunction with the Field Coordinator, the student, the Director of the Student Development committee and possibly the faculty that filed the violation.

The purpose of the remediation plan is to assist the student in correcting any deficits in the above areas so the student can successfully continue in the program until completion. Remediation procedures can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, academic dismissal from the Townsend Institute at Concordia University Irvine. Once the student has fulfilled all stipulations of the remediation plan, the Field Coordinator and the Chair of the Student Development Committee will meet to decide if the student is ready to continue in the field sequence.

Academic policies related to dismissal: The counselor education program follows CUI policies and procedures for student retention, remediation, and dismissal. Students having a semester

Grade Point Average (GPA) below 3.00 will be placed on probation for the following semester. Students on probation may register for no more than 13 academic units. Any student whose term GPA has fallen below 3.00 for two semesters and whose cumulative institutional GPA is below 3.00 will be academically disqualified as a degree student. A student who earns a semester GPA below 2.00 in any semester will be dismissed immediately. Subsequent reinstatement may be granted by the appeal board only. Each student is allowed one academic appeal during the entirety of their entirety of a graduate program. Students may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice or failure to complete a remediation plan. Finally, failing Practicum, Internship or being terminated from a practicum or internship experience may result in immediate withdrawal from the practicum experience, and referral to the Student Development Committee of the Counseling Program.

Dismissal from the Counseling Program:

In addition to University dismissal policies as outlined in previous sections for violations in Student Conduct, Academic Satisfactory Progress and Academic Dishonesty Policies, students may also be dismissed from the Counseling Program for:

- Failure to complete a Student Development Plan
- Grossly unethical behavior as defined in the ACA Code of Ethics
- Ongoing behaviors or values that are not consistent with professional ethics and/or Counselor Identity, as defined by the American Counseling Association, CACREP or by the Program faculty.
- Being dismissed from a Practicum or Internship site, with a failing evaluation as assessed by the CCS-R.

Complaint Procedure

Concordia University takes complaints against the university very seriously. If you feel that you have a complaint please follow the Complaint Procedure for Concordia University Irvine found here: <https://www.cui.edu/aboutcui/connect/complaint-procedure>

Confidentiality

Occasionally, very personal and sensitive matters are discussed in class settings. It is imperative that any personal information revealed during class time is kept confidential among classmates and not be exposed outside of class. That said, instructors are not bound to the confidentiality of the student but will take measures to preserve the privacy when possible and dignity of each student. When there is discourse that requires intervention, the instructor reserves both the right and the responsibility to respond as appropriate to assist, support, and/or provide resources. Faculty who are licensed mental health professionals will be bound by state laws related to reporting procedures

for child abuse, elder abuse, harm to self or others. Further, if students disclose behaviors that go against Concordia's Code of Conduct, faculty may be required to refer the student for disciplinary action.

Self-reflective learning is supported, but individual concerns will not be the focus of the class. Please use judgment and address supervision or personal issues with a trusted personal advisor, therapist or instructor after class. The aim of this course and the program, overall, is primarily for education and training to become an effective people helper.

Recording of Class and Meetings

Due to the online nature of the Counseling program, many opportunities exist for recordings of classes, training sessions or meetings. Students should be aware that faculty may choose to record any meeting or class sessions, in which the student is present.

Evaluation Criteria for Counseling Practicum

The practicum is a pass/no pass course. A grade will be given after the completion of the experience and the faculty member will make the final decision regarding the course. A grade of "I" (Incomplete) may be received if the 100 hours required for practicum are not completed by the end of the semester. Please note that if given an "I," hours must be completed within two weeks of the following semester or the grade will automatically turn to failing grade and no credit will be received. *It is the student's responsibility to notify the instructor once the hours are completed and request a grade to be changed.*

The student will be evaluated according to the following criteria:

1. Demonstration of the counseling skills, competencies, and professional behaviors outlined in the program's Practicum and Internship Manual and on site supervisor evaluation forms.
2. Completion of 100 hours, including at least 40 direct client hours in one semester.
3. Timely submission of completed weekly log of practicum hours.
4. Timely completion of weekly learning activities via Blackboard.
5. Evaluations of the student from the site and faculty supervisors.
5. Satisfactory participation during the Counseling Practicum course.
6. Presentation of two or more (as determined by instructor) case conceptualizations in conjunction with audio/video recording or submission of live observation of counseling sessions that demonstrate effective counseling skills and competencies.
7. Completed paperwork is submitted and uploaded to Blackboard or delivered through email in an ongoing manner such that all required paperwork is loaded by the end of the semester.

Field Experience

All Townsend Institute/Concordia University field experience students (regardless of whether practicum or internship) are expected to adhere to the ACA Ethical Codes, the standards and policies of student conduct as outlined by the university, in addition to the standards and policies as indicated by their respective field experience site. Students must be in good academic and dispositional standing to participate in the field experience.

Evaluation Criteria for Counseling Internship

The counseling internship is a graded course. A letter grade will be given after the completion of the experience and the faculty member will make the final decision regarding grading and course credit. A grade of "I" (Incomplete) may be received if the 300 hours required for counseling internship are not completed by the end of the semester in which they enrolled for counseling internship. Please note that if given an "I" hours must be completed within two weeks of the following semester or the grade will automatically turn to an "F". *It is the student's responsibility to notify the instructor once the hours are completed and request a grade to be changed.* A grade of "PR" (in progress) may be received **but** must be accompanied by a medical excuse.

The student will be evaluated according to the following criteria:

1. Demonstration of the counseling skills, competencies, and professional behaviors outlined in this manual and on site supervisor evaluation forms.
2. Completion of at least 300 hours, inclusive of at least 120 direct client hours, in one semester (with final total of 600 hours including 240 direct client hours at the end of the second semester of counseling internship)
3. Timely submission of completed weekly log of practicum hours
4. Timely completion and submission of weekly learning activities via Blackboard
5. Evaluations of the student from the site and faculty supervisors
6. Satisfactory participation during the Counseling Internship Course
7. Presentation of two or more (as determined by instructor) case conceptualizations in conjunction with audio/video recording or submission of live observation of counseling sessions that demonstrate effective counseling skills and competencies

Liability Insurance Coverage

Students are required to provide proof of individual professional counseling liability insurance prior to registering for any of the fieldwork courses, COUN 640 Supervised Practicum, COUN 641 Supervised Internship I, and COUN 642 Supervised Internship II.

Recommending Students for Licensing and Employment

It is the responsibility of each student to ensure that all the educational and supervisory

requirements for licensure in their state are met prior to graduation. Students are expected to research their state requirements for necessary or required electives and/or field experience requirements. A Masters Degree does not guarantee licensure. Information regarding specific state licensure requirements is subject to change without notice. Concordia University is not responsible for knowing when changes occur, but we do make every attempt at staying abreast of updates and will work hard to communicate that information to students; however, the responsibility rests with each student to remain informed.

When the Counselor Education program is contacted by a licensing agency and or potential employer of a graduate, the Director of the Counselor Education (DCE) will coordinate the department's response according to the following guidelines regarding licensure:

1. The DCE will consult with the Office of the Registrar to confirm the student's graduation.
2. The DCE will consult with the Coordinator of Field Experience to confirm the student's number of direct service hours and indirect service hours.
3. The DCE and/or Coordinator of Field Experience will communicate this to the licensing agency and submit a copy of the student's counseling log if required.

The Director of the Counselor Education (DCE) will coordinate the department's response according to the following guidelines regarding a reference for employment. If an individual faculty member is contacted he/she will communicate that to the DCE and follow the procedure below.

1. The DCE will consult with the Office of the Registrar to confirm the student's graduation.
2. The DCE or faculty member will review the assessments and GPA on that particular student regarding counseling skills and character.
3. The faculty member can then write the recommendation. A copy needs to be sent to the DCE.
4. If it is a general request, the DCE will consult with appropriate faculty members (i.e. the student's field experience instructor). A copy will be retained by the DCE.

Licensure

It is the sole responsibility of the student, not the program, to research their state's requirements for necessary or required electives and/or field experience requirements. CUI is not responsible to inform students of specific educational or field experience requirements for state licensure and can not advise students on their state board rules and regulations.

Disclosure Statement

Enrollment in the Master of Arts in Counseling program does not guarantee a degree from Concordia University Irvine, nor does it guarantee qualification for professional licensure in one's state. Students are responsible for meeting all academic and professional requirements for graduation.

MASTER OF ARTS IN COUNSELING

Mission of Concordia University Irvine

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service, and leadership.

Institutional Graduate Learning Outcomes (GLOs)

Integrated Learning (IL)

Graduates will be able to apply knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

Ethical Leadership (EL)

Graduates will be able to apply standards of ethics informed by Christian teachings as they fulfill their vocations within a diverse society.

Scholarly Research (SR)

Graduates will be able to conduct scholarly research on problems and issues in their field of study.

Effective Communication (EC)

Graduates will be able to articulate knowledge and insights related to their field through written, oral and electronic media, in professional and academic contexts.

Reflective Practice (RP)

Graduates will be able to balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

Community Engagement (CE)

Graduates will be able to assess and develop cogent positions on significant issues in their field to respond to needs in their respective communities.

COUNSELING PROGRAM KEY PERFORMANCE INDICATORS (KPI'S)

The following KPI's are assessed within the counseling program for all students:

KPI 1-Professional Counseling Orientation and Ethical Practice.

Students will understand professional counseling organizations, including membership benefits, activities, services to members, and current issues

KPI 2-Social and Cultural Diversity

Students will understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, and be able to practice ethical counseling with all people groups.

KPI 3- Human Growth and Development

Students will analyze and apply theories of individual and family development across the lifespan

KPI 4- Career Development

Students will understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors related to career development and career counseling

KPI 5- Counseling and Helping Relationships

Students will analyze theories and models of counseling, and demonstrate advanced helping skills when working with individuals and groups

KPI 6- Group Counseling and Group Work

Students will analyze and apply theoretical foundations of group counseling and group work

KPI 7- Assessment and Testing

Students will understand the use of assessments for diagnostic and intervention planning purposes and develop skills in administration of inventories for client interventions

KPI 8- Research and Program Evaluation

Students will be skilled in the identification of evidence-based counseling practices and utilize the scientific method for client and program evaluation.

KPI 9 Contextual Dimensions

Students will understand roles and settings of clinical mental health counselors, and be able to work in all manner of contexts ethically and with best practice

LIST OF COURSES FOR COUNSELING PROGRAM

60 units

COUN 600 Personal Development Skills Process Group
COUN 601 Human Growth and Development
COUN 602 Theory and Techniques of Counseling
COUN 607 Social and Cultural Foundations
COUN 603 Clinical Psychopathology and Diagnosis
COUN 604 Theory and Practice of Groups
COUN 609 Theory and Practice of Assessment
COUN 605 Legal, Ethical, and Professional Issues
COUN 606 Foundations and Dimensions of Mental Health Counseling
COUN 610 Advanced Skills of Mental Health Counseling
COUN 611 Foundations of Crisis and Trauma Counseling
COUN 612 Career and Lifestyle Development
COUN 613 Foundations of Addictions Counseling
COUN 614 Methods and Practice of Research
COUN 633 Counseling Skills and Techniques
COUN 640 Supervised Practicum
COUN 641 Supervised Internship 1
COUN 642 Supervised Internship 2

ELECTIVES:

COUN 621 Psychopharmacology
COUN 622 Christian Spirituality and Theology in Counseling
COUN 623 Foundations of Marriage and Family
COUN 624 Level I Clinical Training: Gottman Method Couples Therapy
COUN 625 Level II Clinical Training: Gottman Method Couples Therapy
COUN 626 Foundations of Play Therapy
COUN 627 Intimacy, Sexuality, and Gender
COUN 630 Independent Study in Counseling
COUN 608 Models and Application of Integration
COUN 643 Supervised Internship 3

COURSE DESCRIPTIONS

COUN 600 Personal Development Skills Process Group 3 Units

Students will participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members. Students will have a safe place for personal character development. This accelerated 2-week course includes 4 days on the Concordia University campus.

COUN 600A Personal Development Skills Process Group (A) 0 Units

Students will participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members. Students will have a safe place for personal character development. This accelerated 2-week course includes 4 days on the Concordia University campus. Concurrent Enrollment: COUN600B

COUN 600B Personal Development Skills Process Group (B) 3 Units

Students will participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members. Students will have a safe place for personal character development. This accelerated 2-week course includes 4 days on the Concordia University campus.

COUN 601 Human Growth and Development 3 Units

The study of individual and family development across the life span including normal and abnormal behavior with an emphasis on childhood and adolescence. An examination of neurobiological, affective, cognitive, personality, moral, psychosocial and faith development, as well as strategies for facilitating optimal development. Course also includes an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that effect development. Various theories of development are addressed with a focus on psychodynamic, attachment, self and interpersonal neurobiological theorists. Prerequisite: COUN 600 or (COUN 600A and COUN 600B).

COUN 602 Theories of Counseling 3 Units

An investigation of counseling, psychotherapeutic theories and techniques and their application to the helping relationship and process. The course provides an orientation to wellness, prevention, and counseling theories to assist in selection of appropriate counseling interventions. The study of models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters. Prerequisites: COUN 600 or (COUN 600A and COUN 600B), COUN 601.

COUN 603 Clinical Psychopathology and Diagnosis 3 Units

The study of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual and the International Classification of Diseases. This course covers the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, treatment modalities and techniques, and placement criteria within the continuum of care. Emphasis is placed on the neurobiological and interpersonal conditions that create developmental deficits which underlie the mental disorders and their symptoms. Prerequisites: COUN 600 or (COUN 600A and COUN 600B), COUN 601, COUN 602.

COUN 604 Theory and Practice of Groups 3 Units

The study of group counseling theory, techniques, dynamics, process and stages. An examination of therapeutic factors of group work, approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness. Leadership styles as well as basic and advanced group interventions will also be explored.

COUN 605 Legal, Ethical and Professional Issues 3 Units

The study of history, professional roles and responsibilities of the counseling profession, including ethical, legal and Christian standards/ principles for conduct. An examination of professional organizations, preparation, credentialing and the creation of a plan for lifelong professional and personal development. Students will also investigate specific ethical and licensure standards within California and their home state.

COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling 3 Units

An investigation of the history, philosophy and cultural dimensions of mental health counseling, including the roles of identity of mental health counselors, ethical considerations and the training and credentialing of mental health counselors. Includes professional issues and practice guidelines for the mental health counselor, including conducting community needs assessments and creating and overseeing community interventions to address those needs.

COUN 607 Social and Cultural Foundations 3 Units

Theories and techniques for helping in a multicultural world, including development of cultural self awareness, identity development, promoting cultural social justice, individual and systemic strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, as well as an understanding of processes of intentional and unintentional oppression and discrimination.

COUN 608 Models and Application of Integration 3 Units

The study of integration models and the application of these models to the practice of Christian counseling. Included is the basic assumptions of Christianity and psychology, the nature of the Christian experience and the direct application of the major teachings of the Bible to help relationships.

COUN 609 Theory and Practice of Assessment 3 Units

The study of assessment, appraisal, and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts such as reliability and validity, social and cultural factors related to assessment and evaluation of individuals, families and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in

counseling.

COUN 610 Advanced Skills of Mental Health Counseling 3 Units

This course includes advanced counseling and psychotherapeutic theories and techniques, application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics. Application of modalities such as crisis intervention, brief, intermediate and long-term approaches. Prerequisites: COUN 600 or (COUN 600A and COUN 600B), COUN 601, COUN 602, COUN 603.

COUN 611 Foundations of Crisis and Trauma Counseling 3 Units

This course is designed to provide students with the foundations of crisis counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Specialized skills, methods and interventions for working with those suffering with traumatic stress and exploration of the impact of trauma on the individual, family and community.

COUN 612 Career and Lifestyle Development 3 Units

An investigation of Career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. Additional emphasis on career assessment instruments that facilitate lifelong career development.

COUN 613 Foundations of Addiction Counseling 3 Units

The study of Addictions counseling, including substance abuse, co- occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. The issues that contribute to various addictive behaviors, as well as various models of recovery.

COUN 614 Methods and Practice of Research and Evaluation 3 Units

An examination of basic research methods and practice, statistical methods, research reporting and evaluation, ethical considerations and use of research to inform evidence-based practice, and the value of research in advancing the profession of counseling. Additional emphasis will also be placed on needs assessment and program evaluation.

COUN 621 Psychopharmacology 3 Units

Psychopharmacology, including the biological bases of behavior, basic classifications, referral, indications, and contraindications of commonly prescribed psychopharmacological medications. The study of appropriate uses of these medications as well as identification of their effects and side effects.

COUN 622 Foundations of Spiritual Formation and Direction 3 Units

An investigation of the history, traditions and application of spiritual formation/direction. Emphasis on the knowledge and application of the spiritual disciplines such as prayer, meditation, study, solitude, fasting, etc.; as well as the practice of directing the spiritual growth of others.

COUN 623 Foundations of Marriage and Family Therapy 3 Units

The history and philosophy of the marriage and family therapy movement, including roles and identity of marriage and family therapists, marriage and family systems and practice, ethical

considerations and the training and credentialing of marriage and family therapists.

COUN 624 Level I Clinical Training: Gottman Method Couples Therapy 3 Units

A thorough examination of the data generated by Dr. John Gottman's research that offers a scientifically-based glimpse into the anatomy of couple relationships. Explore the Gottman Sound Relationship House theory and how to achieve the three main goals of the Gottman Method: modify conflict, enhance friendship and create shared meaning. The acquisition of beginning therapeutic skills and tools to help couples build stronger, happier relationships. An investigation of how the Gottman Method integrates with the Christian worldview.

COUN 625 Level II Clinical Training: Gottman Method Couples Therapy 3 Units

The study of advanced therapeutic interventions using the Gottman Method. Investigate the different inventories used to assess a couple's friendship, conflict and shared meaning profile. A thorough examination of strategies to help couples who might have one of the five different co-morbidities that are associated with distressed couples. An investigation of how these advanced principles integrate with the Christian worldview. Prerequisite: COUN 624.

COUN 626 Foundations of Play Therapy 3 Units

An introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents and adults. Emphasis on the history of play therapy, its primary theoretical models and general applications. This class provides credits that can be applied to instruction necessary to become a Registered Play Therapist (RPT).

COUN 627 Human Sexuality 3 Units

The theological and psychological study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study include gender issues, sexual identity formation and the prevention and treatment of sexual abuse for both perpetrators and survivors.

COUN 629 Internship Completion 1.5 Units

This course is for students not successfully completing COUN 641 or COUN 642. This course is offered in the following grade mode: Pass/No Pass.

COUN 630 Independent Study in Counseling 3 Units

An individualized study agreed upon by the student and faculty member that allows the student to focus on a specific area of knowledge or service to a particular population. Integrates research, theory and practice with the Christian faith.

COUN 633 Counseling Skills and Techniques 3 Units

The purpose of this course is to facilitate students' development of core counseling skills. It will incorporate didactic and experiential learning practices to assist students in developing the knowledge, attitudes and skills essential to effective counseling. Focus is on specific foundation counseling skills, with time for explicit practice and feedback on these counseling core skills. Students will also learn the foundational Townsend Model techniques and have an opportunity to reinforce skills introduced in COUN 600.

COUN 640 Supervised Practicum 3 Units (full semester course)

A supervised counseling experience providing the opportunity to practice individual, family and group counseling skills in a clinic setting. The 100- hour practicum requires a minimum of 40 direct client contact hours and includes weekly individual and group supervision from a University professor. This course is offered in the following grade mode: Pass/ No Pass. Prerequisites: COUN 600, COUN 601, COUN 602, COUN 603, COUN 610.

COUN 641 Supervised Internship I 3 Units (full semester course)

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 120 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. This course is offered in the following grade mode: Pass/No Pass. Prerequisite: COUN 640.

COUN 642 Supervised Internship II 3 Units (full semester course)

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 120 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. This course is offered in the following grade mode: Pass/No Pass. Graduation Application Fee: \$184. Prerequisite: COUN 641.

COUN 643 Supervised Internship III 1.5 Units

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. This course is for students whose state licensing board field experience hours requirements exceed that of the program and/or those students who wish to obtain additional hours. Includes weekly individual and group supervision from a site and University supervisor. This course may be repeated once. This course is offered in the following grade mode: Pass/No Pass. Prerequisite: COUN 642.

Policy Statement Regarding MAC and Growth Model Certificate Programs

- Students enrolled in the MAC program are not eligible for either the Professional or Advanced Certificates in the Growth Model.
- At least 50% of the units counted to earn a graduate certificate must be distinct from units counted to earn a different graduate certificate or degree. (see [Educational Policies](#): Certificate Program Policy 3.1.3.6)