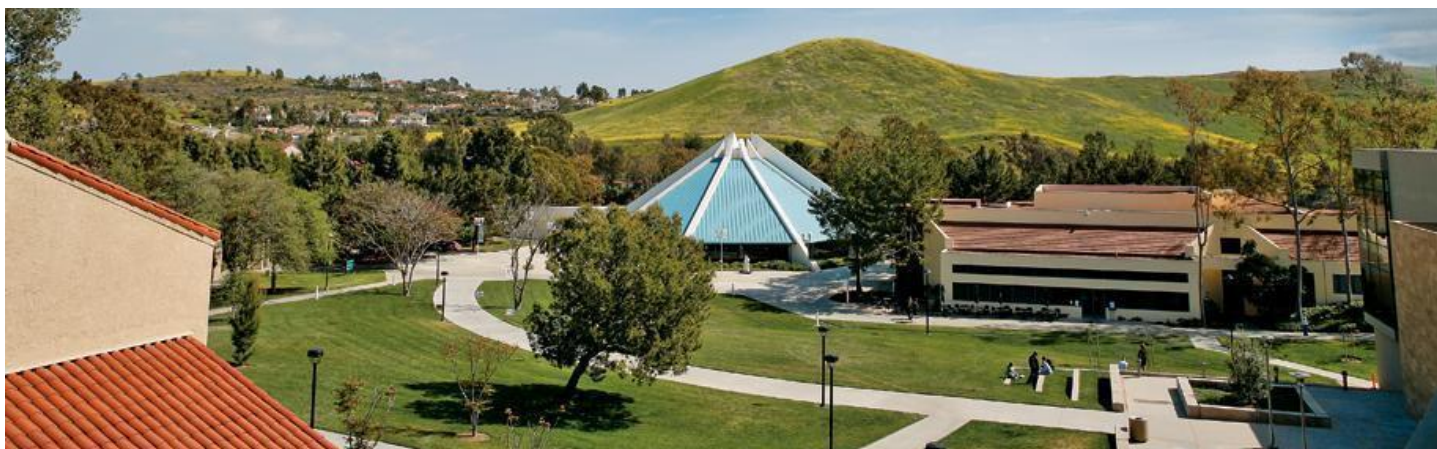




TOWNSEND INSTITUTE
FOR LEADERSHIP & COUNSELING
AT CONCORDIA UNIVERSITY IRVINE

2022-2023 Student Handbook

Doctor of Philosophy in
Counselor Education and Supervision



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Mission Statement: Concordia University Irvine

Concordia University Irvine, 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.

Program Purpose

The purpose of the Doctoral Program in Counselor Education and Supervision is to prepare highly competent counselor educators, supervisors, researchers, scholars, and advocates to carry out the work of leadership roles in the field of counseling and to impact positive change in society at large from a biblically-informed and research supported perspective.

Institutional Learning Outcomes for Graduate Students (GLOs)

Students will be able to:

Scholarly Research: Generate scholarly research on problems and issues in their field of study.

Integrated Learning: Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

Ethical Leadership: Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.

Effective Communication: Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

Reflective Practice: Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

Community Engagement: Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Non-Discrimination. *Neither party shall discriminate against any University student on the basis of disability, age, race, color, gender, gender-identity, sexual orientation, national and ethnic origin or any other protected class in administration of this Program, except to the extent that religious freedom exemptions apply.*

Building and Sustaining a Doctoral Culture of Learning and Leadership

The Doctor of Philosophy in Counselor Education and Supervision program has been designed to support a doctoral level culture of learning and leadership. Elements of the design include, but are not limited to, the following:

- Recruit and retain Christian professors who are devoted to the ongoing development of a doctoral level culture through their active engagement in the elements listed below.
- Expect scholarly research of students that utilizes theory and applied research to develop student abilities to generate new knowledge as demonstrated through the dissertation experience and to apply knowledge and skills to successfully lead diverse organizations in counseling and counselor education.
- Expect scholarly research from faculty by providing release time within faculty workloads for research and by developing and implementing a policy to address research expectations and protocols for faculty. Each full-time faculty member is expected to regularly present at a professional conference and/or be published in an article in a scholarly journal.
- Provide dissertation training to prepare faculty to chair or serve on dissertation committees. Co-teach dissertation seminars.
- Develop, implement, and sustain a rigorous and integrated curriculum that increases student knowledge, skills, and professional dispositions in the field of counselor education and supervision, as demonstrated in course descriptions, course assignments and activities including research benchmarks, and course learning outcomes.
- Inspire ethical leadership that promotes analysis and application of ethical standards, informed by Christian principles and values, to build a shared vision in the program.
- Transform learning for 21st century learning through modalities that utilize a blended, educational delivery system that includes library resources.
- Utilize interactive design and media that incorporates collaborative activities through dialogue-based discussions including face-to-face class sessions and online interaction among students and faculty.
- Infuse pedagogical “best practices” that encourage contact between students and faculty, develop reciprocity and cooperation among students, encourage active learning, give prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents and ways of learning (Chickering & Gamson, 1987).
- Recognize and encourage the distinct advantages of cohort membership in doctoral study, such as:
 - Cohort members offer support for other members and provide opportunities for members to learn from one another.
 - Membership in a cohort group helps raise the expectation that all but the occasional student will complete the program successfully.

Support and Resources

Library Resources

The CU Library collections include more than 80,000 books, 124,000 eBooks and 42,000 full text journals. In addition, the library offers workshops, librarian help, group study rooms, video tutorials, and research guides. For more information access the library website at cui.edu/library or email librarian@cui.edu."

Electronic databases are available to registered students through any internet connection. Students must have a username and password to access these databases. Usernames and passwords are distributed to students upon registration for classes.

Technology Training

During the Doctoral Studies Orientation, students will demonstrate proficiency in the use of Blackboard—the university's online learning and course management system—and such technological learning strategies as chat rooms (text only) voice (phone), video conferencing, discussion boards, and other technological strategies. Students are responsible to develop skills needed for successful online course completion.

Technical Support

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>.

Passwords: 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.

Blackboard Learning Management System

All courses and the streamlined dissertation track utilize the Blackboard Learn Management System. Students receive a username and password to Blackboard upon acceptance. Blackboard is accessed at cui.blackboard.com. Each program varies in the use of Blackboard. Instructors for each course will provide additional information on how Blackboard is used in a specific class.

The Dissertation Track Management System (DTMS) in Blackboard Learn:

- Tracks and manages the dissertation process.
- Houses dissertation documents and forms.
- Ensures that all required documents and forms have been correctly completed and submitted to the Doctoral Office.
- Manages communications with students, faculty, advisors, staff, and the Doctoral Office.

Zoom

The Doctoral Counselor Education and Supervision program utilizes Zoom for online synchronous learning sessions. Training and practice with these video conferencing tools is provided to students at the Doctoral Studies Orientation.

Google Hangouts

Google Hangouts are used to enable students to have the capability to directly contact and interact with other students in a synchronous format.

Eagles Email Account

This is the official email of the university. Students are expected to communicate about all Concordia University Irvine and Townsend Institute through their university email. You will receive notification of financial aid awards, deadlines, and other official university communication through this account, so you do need to check it. To access it, go to <http://eagles.cui.edu>. The email account, username and password are issued upon acceptance. If you do not have your password, contact ITS@cui.edu and include a contact phone number or you can call them at 949 214-3175. The system works in a very similar manner to all web-based mail programs.

Writing Studio

The Concordia Writing Studio is available to all current Concordia University Irvine students. Students taking online courses can take advantage of our [Online Writing Lab](#) (OWL).

Using the OWL is easy--just do the following:

1. Send an email message to writing.center@cui.edu with the following information:
 - Your name.
 - The title of the course and the instructor's name.
 - A description of the paper assignment.
 - A description of the things you'd like the OWL consultant to look at in the paper.
2. Attach the paper to the email message.

A consultant in the Writing Studio will read your paper and make suggestions about how to improve the work. The consultant will look at clarity of the main ideas, support and development, organization, and other major concerns first. At the level of sentences and grammar, tutors pinpoint the most important or most frequent patterns of error. If you would like help with a specific grammar problem in the paper, be sure to mention it in the email message. You can expect lots of summary and evaluative comments, particularly about specific questions or concerns you raise, but remember that the consultant does not proofread a paper for you. The goal of the Studio is to help students become better writers.

You will receive a response to your paper, via email, within 24 hours from the time it is picked up by a consultant. Please note that papers sent Friday or during the weekend may not receive responses until Tuesday. Also, the Writing Center will be **closed** for midterm break and designated holidays.

Grammarly

Concordia students have access to an automated instructional proofreader that develops essential writing skills and helps students when revising papers. This grammar checking technology reviews and improves text, correcting grammar, spelling, word choice and style mistakes.

DIRECTIONS: In BlackBoard, click on Writing Center on the left side bar, this will lead you to the Grammarly link. Please remember to register with your Concordia eagles email when first signing up in Grammarly.

Tech Tips and MS Office 365

The CES Program strongly recommends that doctoral students use MS Word for word processing, especially for your dissertation. MS Word has the capacity to manage the very technical nature of dissertations, such as Table of Contents, Headings, Tables & Figures, as well as citations and references. Google Docs does not have this capability and moreover formatting, capitalization, etc. will not translate accurately when one “flips” a Google doc to a MS Word doc. The Program has also been advised that “Pages” (iOS word processing application) may not translate formatting to MS Word as well.

As CUI students, you are eligible for a free copy of Microsoft Office 365 Standard, which automatically updates. Here is the link from CUI IT: “Concordia students are now eligible for a free copy of Microsoft Office 365 Standard. The software is available here: [Office 365 Download](#). Once you are at the portal, select the "Sign in" option and follow the setup process using your Eagles Email address.”

Additionally, we have been advised by IT that if you are sharing your dissertation writing with your dissertation chair, to create a Google Folder on your drive, upload the document in MS Word and share permissions with your chair. Both you and your chair should download and upload the document in MS Word to preserve the formatting of the author. Sharing by email or thumb drive has been shown to potentially corrupt the formatting of the author.

General Information

Accreditation

Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost. The CES program was developed to align with the CACREP doctoral level standards. For more information about these standards, please visit cacrep.org

Admissions Requirements

Applicants must submit the following:

1. Master's degree in Counseling or closely related field
 - a. Preferred: Master's degree in Counseling from CACREP accredited program
 - b. If Master's degree is not CACREP accredited, additional coursework may be required
 - c. If Master's degree is in a related field, additional coursework will be required
2. GRE (within past 5 years)
3. Transcripts from all graduate-level coursework
4. Resume/CV
5. Copy of clinical license (or indication of licensure status or eligibility)
6. Letter of intent and statement of goals
7. Writing sample (APA format, no more than 10 pages, may be from previous master's-level work)
8. Interview with program faculty
9. Application fee: \$50 (nonrefundable)

Submission of all items does not guarantee admission to the program.

Bookstore

The campus bookstore is open during the regular academic year Monday through Friday. Please visit the campus bookstore website at <http://www.neebo.com/cui> for exact hours. You may also call the bookstore at (800) 229-1200 ext.3454 for hours. Textbooks and school/study related items may be obtained as well as stationery items, cards and casual clothing carrying the Concordia University emblem.

Minimum Computing Requirements

A computer with internet access and a webcam is required. Broadband connection is highly recommended. The following internet browsers are recommended: Internet Explorer 5.5 or higher, any version of Firefox. Safari is not supported.

"Reasonable Accommodation" Statement

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by

dialing extension 1586 on campus or dialing direct at 1-949-214-1586. See Appendix for Recording Lecture Agreement.

Policies on Professional Ethics and Academic Integrity

Code of Honor

The purpose of the Honor Code system at Concordia University is to promote the highest standards of academic integrity. This integrity is upheld by individuals who strive to maintain a personal sense of honor while at the same time encouraging others to assume similar expectations. Concordia University assumes that each student holds honor and integrity in the highest esteem unless his or her actions prove otherwise. The goal of the Honor Code is to create a community of trust and respect that empowers each member of the community to act with honor and dignity.

Policy on Honesty and Plagiarism

The program seeks 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 should derive personal satisfaction and a sense of accomplishment. In doctoral programs, academic dishonesty is a serious offense including, but not limited to, intentional or unintentional plagiarism of another's work, negligence in citing sources, and self-plagiarism. It is the student's responsibility to understand the nature of academic dishonesty and plagiarism and maintain the highest level of academic honesty.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

Reporting Procedures for Instance of Academic Dishonesty

Informing the student

The instructor will remind the student in the course syllabus that this course follows the policy on cheating and plagiarism as found in the student handbook.

Initiating action in cases of cheating and plagiarism

The instructor, upon discovering the incident of cheating or plagiarism, prepared with documentation of appropriate and adequate evidence, will confront and personally discuss the alleged dishonesty with the student. This may happen via email, over the phone, or face-to-face depending on the availability of both student and instructor. If the instructor is convinced after this confrontation that the student has been academically dishonest, then the following procedure will be pursued.

Disciplinary Procedure for Academic Dishonesty

The Counseling Program Director and Student Development Chair will work with the faculty member to determine a course of disciplinary action regarding any verified cheating, plagiarism or other examples of academic dishonesty. Actions may include: failure of the particular assignment, failure of the specified course or dismissal from the doctoral program. If a student is to be dismissed from the program, the Counseling Program Director will inform the Dean of

the Townsend Institute and steps will be taken immediately to remove the student.

The Program of Study Required for Degree

The curricular design allows students to encounter success in steps and feel confident in their research abilities and skills as they progress through the program. The idea is that once students have achieved success, they exhibit increased confidence to tackle increasingly difficult concepts, methods and skills. With mastery of each successive step, it will become much easier for students to undertake the challenges of conducting and completing dissertation research, which requires mastery of research methods and skills.

The program is designed to support interaction and learning among students and faculty by incorporating within the design:

- Program learning outcomes
- Integrated dissertation track
- Research benchmarks
- Cohort membership
- Small cohort size and groupings
- Blended delivery system
- Marketable skill development
- Degree requirements
- Program calendar and course sequence

Program Learning Outcomes—*aligned with GLOs*

During this program of study, each graduate will develop and become proficient in the following skills:

Scholarly Research Graduates will develop, critically analyze, evaluate, design and disseminate research to conduct scholarly research in Counselor Education and Supervision.
Integrated Learning Graduates will demonstrate clinical expertise including advanced counseling skills, knowledge, and professional dispositions for individual/small group counseling, systems of care, and organizational consultation/collaboration.
Ethical Leadership Graduates will establish a professional identity as a scholar-practitioner in a variety of settings while applying the standards of ethical leadership and the ACA Code of Ethics, legal precedence, and other appropriate standards for practice informed by Biblical and Lutheran perspectives.
Effective Communication Graduates will employ technology, diverse teaching and learning strategies, and professional writing for instruction in a multicultural and pluralistic world.
Reflective Practice Graduates will apply theory, skills, and practices to clinical supervision that are ethical, developmentally appropriate, culturally sensitive, and evidence-based.
Community Engagement Graduates will provide leadership and advocacy in counselor education and supervision, and establish community partnerships that increase the reach and relevance of the field.

Integrated Dissertation Track: From Doctoral Orientation to Oral Defense

The integrated dissertation track is designed to immerse doctoral students in research from the beginning through completion of the program. Starting the dissertation process at the beginning of the program allows and encourages students to integrate—when appropriate—their coursework topics with dissertation seminar discussions, as they progress through the dissertation track process. The track consists of five distinctive phases: Search for Researchable Problems, Scholarly Writing and Research Methods, Comprehensive Dissertation Proposal, Dissertation Research, and Degree Completion.

Please see the Integrated Dissertation Track: From Orientation to Oral Defense document for information on:

- Dissertation seminars
- Requirements for a dissertation
- The dissertation research process
- Committee membership
- Roles and responsibilities of the doctoral candidate, chair, and other committee members
- Required structure for a dissertation
- Oral defense of the dissertation proposal and dissertation
- Institutional Review Board (IRB)
- Degree completion

Research Benchmarks

Research benchmarks—which are integrated across the curriculum—ensure that students have an appropriate foundation to build upon concepts, theories, and research in preparation for dissertation research and for use in learning organizations.

Cohort Membership

Groups of students admitted each year will take courses together. This will allow for several distinct advantages of group membership in graduate study, including those identified below:

- Cohorts offer support to candidates and provide opportunities for members to learn from one another.
- Cohorts establish professional ties that often last beyond the doctoral program itself; such networks are valuable in terms of continued professional support and growth.
- Fostering and monitoring of candidates' progress is enhanced in cohorts. The group carries with it the expectation that all but the occasional candidate will complete the program successfully, including such standard benchmarks as the dissertation proposal, advancement to candidacy, and completion of the dissertation.

Small Cohort Size and Groupings

The program limits the number of students within a cohort and strategically allows for arrangement of students in small groups for online learning that is advantageous for active learning. As approximations:

- On-campus, face-to-face learning sessions: 12 - 16 students
- Real-time Online Learning
 - a. For content and research courses: Groupings to be determined by each professor based on “best” instructional practices to deliver course content and to promote student learning.
 - b. For dissertation seminars 1 & 2: 3 - 4 students
 - c. For dissertation seminars 3 & 4: small group sessions, some 1-on-1 tutorials

Blended Delivery System

The doctoral program incorporates a blended delivery system which utilizes face-to-face, on-campus residencies as well as the use of synchronous and asynchronous online modalities. Students will meet on campus during residencies and have a combination of synchronous and asynchronous experiences within their courses.

Video conferencing for dissertation seminars vary depending on the activities and assignments for a particular seminar.

Pedagogical “Best” Practices

Since Arthur Chickering and Zelda Gamson published “Seven Principles for Good Practice in Undergraduate Education,” their principles have been adopted by educators at many colleges and universities throughout the United States. Their pedagogical framework forms the foundation for instruction and learning in the doctoral program for both on-campus and online modalities. The seven principles are listed below:

- Encourage contact between students and faculty
- Develop reciprocity and cooperation among students
- Encourage active learning
- Give prompt feedback
- Emphasize time on task
- Communicate high expectations
- Respect diverse talents and ways of learning

Marketable Skill Development

During the process of the program, each student will encounter assignments that build skills for application as a counselor educator including writing for publication, exploring the publication process, and developing conference proposals, presentations, and posters. They will be required to practice these skills at a residency on campus. If a student submits work, is accepted, and they choose to attend a professional conference to present their work, an application for a stipend for participation at a conference is available to doctoral students.

Course Sequence and Cohort Calendar

The typical length of a term for each course is seven (7) weeks. Course sequencing will be coordinated by the academic advisors and an annual calendar will be available for students.

Degree Requirements

The program is designed to be completed in three to four years from the start of enrollment in the program, with the student attending fall, spring, and summer semesters each of the years. The degree requires 60 units of study and is completed in a predominantly online format.

All courses must be taken for credit. No doctoral courses may be audited.

Leveling Courses Requirements

If students are required to complete master's level courses to meet the leveling requirements, those courses can be taken while the student is concurrently enrolled in doctoral courses. All leveling courses must be completed before the doctoral student can enroll in the doctoral practicum course.

Courses and Descriptions

CES 700	Course Title: Doctoral Studies Orientation in Counselor Education and Supervision(CES)	Semester credit hours: .5
Brief course description: <i>The Doctoral Studies Orientation provides new students with an entire overview of the program from course work to dissertation proposal and finally to successful completion of the dissertation. The orientation will cover the scope and sequences of the coursework with an overview of how the research benchmark assignments are integrated to prepare students for successful dissertation proposal and completion. The Doctoral Studies Orientation includes an overview of the library resources available within the library and through outside access. Also highlighted in this orientation will be an overview of the online teaching and learning approach in the program and expectations for student performance as outlined in the doctoral student handbook.</i> <i>(Concurrent with Residency 1; pre-req for all following courses in program)</i>		
CES 701	Course Title: Professional Orientation, Ethics, and Identity for Counselor Educators	Semester credit hours: 3
Brief course description: <i>This course includes an examination of the professional identity of mental health counselors, counselor educators, researchers, and supervisors, while exploring professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors and counselor educators will be studied. The ethical standards of the profession are emphasized as outlined in the American Counseling Association (ACA) code of ethics. Learners will build a professional portfolio that includes a curriculum vita, steps to publishing in peer reviewed journals, and presenting at professional conferences, in order to demonstrate proficiency with the scholar-practitioner model. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as ethics and cultural competence, advocacy, counselor development, and professional identity, among other topics.</i>		
CES 702	Course Title: Instruction in Counselor Education and Supervision	Semester credit hours: 3
Brief course description: <i>This course explores best practices of andragogy in Counselor Education. Learners will apply strategies and various platforms and models for teaching the diverse adult learner, particularly those who pursue the counseling field as a career. Learners will further their understanding, skills and competencies to ensure quality and cutting edge learning systems, including the use of technology, to foster continuous improvement, inspire a shared vision, model cultural responsiveness, and sustain inclusive learning communities. Learners will also create a personal philosophy of teaching and learning to demonstrate their own commitment to continuous learning and improvement. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as counselor education and supervision, Accreditation, pedagogy, online instruction, and leadership, among other topics.</i> <i>Pre-req: CES 701</i>		
CES 703	Course Title: Advanced Counseling and Career Theories	Semester credit hours: 3
Brief course description: <i>This course provides an in depth review and critical analysis of several major theories of counseling and career development for advanced counseling students. An examination of practices and research associated with each theory is also covered. Learners will increase competency in a theoretical orientation to counseling. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as theories integration, conceptualization and evidence-based practices, among other topics.</i>		
CES 704	Course Title: Counselor Supervision: Theories, Techniques, and Technology	Semester credit hours: 3
Brief course description: <i>This course includes an examination of clinical supervision theory and techniques currently used in counseling along with introducing clinical supervision as a specialty in counselor education. It also provides a critical overview of the conceptual and empirical literature on counseling supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations. Learners will develop knowledge, skills, and self-awareness concerning these topic areas, while studying the methods used to enhance counselor competency and issues related to supervising. Learners will examine and analyze the use of multiple supervision models and technological platforms and will apply via supervising, under their own supervision, master's level students. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as supervision, roles and relationships, and assessment, law and ethics, gatekeeping, and remediation, among other topics.</i> <i>Pre-req: CES 701</i>		

CES 706	Course Title: Leadership, Consultation, and Program Evaluation in Counselor Education and Supervision	Semester credit hours: 3
Brief course description: <i>This course is designed to provide an overview of the major consultation frameworks and associated techniques, in addition to the knowledge, skills, and roles associated with program evaluator. Learners will develop consultation and program evaluation skills for school, community agency, or other organizational settings. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as leadership theory, systems theory, and funding sources, among other topics.</i>		
CES 707	Course Title: Advanced Multicultural Issues in Counselor Education and Supervision	Semester credit hours: 3
Brief course description: <i>This course includes a study of the personal, social, political, affective, and behavioral considerations of diversity, while utilizing a broad view of diversity which includes factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Learners will explore and develop practical skills, strategies, and techniques for use when working with students and clients from a variety of cultural backgrounds in order to promote ethical, culturally responsive, and advanced multiculturally competent counselor educators, supervisors, and researchers. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as ethics and cultural competence, among other topics.</i>		
CES 750	Course Title: Advanced Research Theory, Methods, and Design I	Semester credit hours: 3
Brief course description: <i>This course provides an in-depth analysis of the methods and procedures of research used in counselor education. It includes conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences.</i>		
CES 751	Course Title: Statistical Analysis for Counselor Education	Semester credit hours: 3
Brief course description: <i>This course focuses on the descriptive and inferential statistics used in counselor education. Learners will practice the application of statistical methods to research design, while studying the essential characteristics of quantitative research. Key concepts to be covered include but are not limited to measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Learners will identify potential research designs for various problems and analyze and critique statistical information in the professional literature on a topic related to their own research interests in counselor education.</i> (*cross listed with EDD)		
CES 752	Course Title: Advanced Research Theory, Methods, and Design II	Semester credit hours: 3
Brief course description: <i>This course continues the in-depth analysis of the methods and procedures of research used in counselor education. Learners build on the skills and practices learned in CES 750.</i> Pre-req: CES 750		
CES 753	Course Title: Qualitative Research Design and Analysis in Counselor Education	Semester credit hours: 3
Brief course description: <i>This course develops students skill set in the use of qualitative methods for the study of counselor education research. Students will learn and understand the theoretical basis of qualitative methods and how these methods are applied toward the successful leadership within organizations. The course covers the collection, coding, analysis, and reporting of qualitative data. This course also prepares students to craft and answer important researchable questions using qualitative methods.</i> (*cross listed with EDD)		

CES 754	Course Title: Advanced Quantitative Research and Statistics in Counselor Education	Semester credit hours: 3
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Brief course description:

This course examines the relationship between research design and statistical methods, and the principles of probability theory in multivariate analysis (e.g., multiple regression analysis, factor analysis, MANOVA, discriminant analysis, and path analysis) with an emphasis on skills in the application of advanced statistical techniques to the Christian community, counseling research, interpreting the results of statistical analyses, data analyses, peer review submissions and oral presentations.

CES 755	Course Title: Advanced Qualitative Research in Counselor Education	Semester credit hours: 3
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Brief course description:

This course explores advanced research design to facilitate a specific in depth understanding of the qualitative perspective in counselor education research. This course is specifically designed to assist students in particular methods for their own research and practice implications for in n depth analysis on a specific area of research.

ELECTIVE COURSES

CES/EDSP 705	Course Title: Advanced Social Emotional Skills for Counselors and Special Educators	Semester credit hours: 3
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Brief course description:

This course will guide leaders in building and maintaining social emotional support for learners with special needs (gifts or disability) in education, home, and community settings. Best practices for data-based decision making, School-Wide Positive Behavior Support (SWPBS) and Multi-Tier System of Supports (MTSS) designed to enhance the Least Restrictive Environment (LRE) for all learners will be studied.

CES 724	Course Title: Spiritual Formation and Issues in Integration	Semester credit hours: 3
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Brief course description:

TBD; cross listed course for both EDD and CES

CES 725	Course Title: Models and Application of Trauma Informed Practice	Semester credit hours: 3
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Brief course description:

This course addresses the impact of crises, disasters, and other trauma-causing events on individuals, systems, and communities. Attention is also given to vicarious traumatization and caring for the caregiver. Learners will increase understanding of the principles of trauma informed practice in educational and clinical settings.

FIELD EXPERIENCE COURSES

CES 740	Course Title: Counselor Education and Supervision Practicum (100 hours)	Semester credit hours: 3
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Brief course description:

The practicum in Counselor Education and Supervision requires 100 hours total of an advanced clinical experience. Of the total hours, 40 hours must be providing direct counseling services.

**This is a semester long course and is Pass/No Pass*

Pre-req: CES 701, 703, 707

CES 740E	Course Title: Counselor Education and Supervision Practicum (100 hours) Extension	Semester credit hours: 1
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Brief course description:

This is an extension course for practicum students in Counselor Education and Supervision who were unable to meet the 100 hours total requirement of advanced clinical experience during CES740. Of the total 100 hours, 40 hours must be providing direct counseling services.

**This is a semester long course and is Pass/No Pass*

Pre-req: CES 740		
CES 741 (a and b)	Course Title: Counselor Education and Supervision Internship I (300 hours)	Semester credit hours: 3
Brief course description: <i>The Internship I experience emphasizes one or more of the following core areas: supervision, teaching, research and scholarship, leadership and advocacy.</i> <i>*This is a semester long course and is Pass/No Pass</i> Pre-req: CES 740		
CES 742E (a and b)	Course Title: Counselor Education and Supervision Internship II (300 hours) Extension	Semester credit hours: 1
Brief course description: <i>This is an extension course for internship students in Counselor Education and Supervision who were unable to meet the minimum 600 total hours requirement during CES 741 and CES 742. The internship experience emphasizes a core area in supervision, teaching, research and scholarship, and/or leadership and advocacy.</i> <i>*This is a semester long course and is Pass/No Pass</i> Pre-req: CES 741; 742		
CES 742	Course Title: Counselor Education and Supervision Internship II (300 hours)	Semester credit hours: 3
Brief course description: <i>The Internship II experience emphasizes a third core area: supervision, teaching, research and scholarship, leadership and advocacy.</i> <i>*This is a semester long course and is Pass/No Pass</i> Pre-req: CES 741		

Research and Dissertation

Research Seminars

Dissertation seminars will run concurrently with coursework and students will engage in skill building to prepare for dissertation including developing problem statements, synthesizing literature, preparing for the dissertation process, and developing portions of the proposal. Dissertation seminars are .25 units each for a total of 2.5 units. Courses are:

CES 771 Research Seminar 1	CES 773a Research Seminar 3 (cont.)
CES 771a Research Seminar 1 (cont.)	CES 774 Research Seminar 4
CES 772 Research Seminar 2	CES 774a Research Seminar 4 (cont.)
CES 772a Research Seminar 3 (cont.)	CES 774b Research Seminar 4 (cont.)
CES 773 Research Seminar 3	CES 775 Research Seminar 5

Dissertation

During the dissertation proposal and research phases, the doctoral candidate engages in a number of activities and tasks to fulfill the requirements of the dissertation track.

A doctoral student may need additional time to complete the preliminary dissertation proposal, under the guidance of the student's Research Seminar 4 professor. Once approved by the seminar professor and Doctoral Office, the doctoral candidate is assigned to a dissertation chair and committee.

Under the direction of the dissertation chair and working with committee members, the doctoral candidate develops the final version of the comprehensive dissertation proposal including the problem statement, literature review, and research design. The candidate will also receive training and gain certification on the institutional review board (IRB) approval process at Concordia and submit proposals to the IRB. During this time the candidate also prepares for the oral defense of the dissertation proposal and work with the dissertation chair to schedule the oral defense of the proposal.

Dissertation research involves implementation of the dissertation research design, collection and analysis of data, and reporting and discussion of research findings. Each doctoral candidate will execute the research design, follow the dissertation proposal timeline, collect and analyze data related to dissertation research questions, work with the dissertation chair to discuss the execution of the dissertation research plan and progress made on data collection and analysis, organize and write drafts of chapters 4 and 5 of the dissertation, and prepare for the dissertation oral defense as outlined in the doctoral student handbook. Dissertation research culminates in the successful completion of the dissertation and dissertation oral defense.

Dissertation Courses:

781 Dissertation <i>Full semester course</i>	4 Units
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782 Dissertation <i>Full semester course</i>	4 Units
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791 Dissertation <i>Full semester course</i>	4 Units
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792a Dissertation	1 Unit
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792 Dissertation is a course extension requirement for candidates who have not completed the dissertation and the dissertation oral defense.

Student Fees and Financial Aid

The Financial Information section may be revised at any time. Please contact the Financial Aid Office or the Bursar's Office for the most current information.

Financial Aid Office

949-214-3066

finaid@cui.edu

<http://www.cui.edu/studentlife/financial-aid/>

Bursar's Office

949-214-3075

bursar@cui.edu

<http://www.cui.edu/studentlife/bursar/>

See the DTMS for tuition, student service fees, and costs for educational trips by term, semester, fiscal year, and total cost of the program.

Financial Aid Process

If you plan on using Financial Aid to assist in the payment of tuition, you need to do the following:

Step 1: Obtain a Pin: Go to www.pin.edu.gov. Supply your name (as it appears on your Social Security Card), Social Security number, date of birth and either an email or street address to which you want the PIN sent.

Step 2: Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA will be used to generate the needs analysis report Concordia University will use to determine your need for assistance. Be sure to complete all sections of the FAFSA and include our school code and name in the appropriate box(es) on the FAFSA so that the results of your needs analysis will be sent to Concordia University. Our school code is: Concordia University, CA Federal Code #013885.

Step 3: Complete Concordia University's Post-Baccalaureate Financial Aid Application and Stafford Loan Worksheet and submit it to the Financial Aid Office. This form is available online at <http://www.cui.edu/academicprograms/graduate/ma-curriculum-instruction/fa.aspx>. Be sure to complete both pages and sign the last page.

Loans

As a post-baccalaureate student at Concordia University, you are eligible to apply for federally guaranteed student loans under the Federal Direct Loan Program. The Federal Direct Loan Program includes the Federal Direct Subsidized Stafford Loan and the Federal Direct Unsubsidized Stafford Loan. You become responsible to repay on a Federal Direct Stafford Loan six months after you graduate, drop below half-time status, or withdraw from school. The six months is called a "grace period". For the Unsubsidized Federal Direct Stafford Loan, the borrower is responsible for interest that accrues during the in-school, grace, and deferment periods.

Once all of these steps have been completed, you have been accepted to the graduate program, and you have registered for classes, the Financial Aid Office will review your information and determine your eligibility for financial aid for the academic year in which you are enrolled. You will then receive an electronic award notification from the Concordia Financial Aid Office to your Eagle's email address. The award notification will explain what has been awarded to you. You will need to accept, decline, or modify each award in the spaces provided on the award notification. The offer of financial aid becomes

official only upon receipt of the electronic acceptance. New students accepting financial aid must complete Loan Entrance Counseling and sign your Master Promissory Note (MPN). Students must maintain at least part-time status to be eligible to receive Financial Aid. Part-time status is defined as 3 units per semester. Full-time status is defined as 6 units per semester.

Payment Policies and Procedures

With No Financial Aid: Total payment is due prior to beginning of class if your Financial Aid application (FAFSA) has not been filed.

With Financial Aid: If you have been accepted into the Doctoral program, have submitted your Federal Aid application (FAFSA) and have submitted your **Post Baccalaureate Financial Aid Application and Stafford Loan Worksheet**, please contact financial aid for information on Financial Aid eligibility. You may be responsible for full or partial class payment depending on your aid package.

Payment Plans: If you would like to set up a payment plan or learn more about payment plans, please visit www.cui.edu/paymentplans.

Refunds

Students withdrawing from the University or dropping courses within the refund period may be eligible for a tuition refund in accordance with the university's fee schedule and refund procedures. Concordia University's refund policy is determined by a weekly percentage until the 60 percent or greater point in the semester is reached. The student is responsible for paying any outstanding charges to the university. It is the sole responsibility of the student to officially drop classes through the Registrar's Office. See Courses - Adds/Drops for how to officially drop a course.

The Bursar's Office prorates charges based on the drop date provided by the Registrar's Office.

- **Refund before classes begin:** A full refund is issued, minus the application fee, if the student withdraws before the first class meeting. Please note that Concordia University requires dated documentation from the student seeking to withdraw.
- **Refund after classes begin:** Students who withdraw from school after classes begin may apply with the Bursar's Office for refunds. Concordia University's Education refund policy is determined by a weekly percentage. The student is responsible for paying any outstanding charges to the university.
- **Tuition refunded amounts are as follows:**
 - Week 1 = Students may add or drop classes during the first week without penalty
 - Week 2 = 86% tuition refunded
 - Week 3 = 72% tuition refunded
 - Week 4 = 58% tuition refunded
 - Week 5-8 = 0% tuition refunded

Return of Title IV Federal Financial Aid Policy: This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy includes Federal Pell Grant, Federal SEOG, Federal Direct Stafford Loan and Federal Direct Plus Loan. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Registrar's Office located in Grimm Hall, first floor. If a student is not able to visit the office, he/she may contact a staff person in the respective office regarding the withdrawal date. The student's official withdrawal date will be determined by the university as: 1) the date the student began the university's

withdrawal process; 2) the midpoint of the semester if the student withdraws without notifying the university; or 3) the student's last date of attendance at an academically related activity as documented by the university.

If a student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60 percent or greater, the student is considered to have earned 100 percent of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the United States Department of Education to repay the amount. If the student fails to repay or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.

Academic Information and Policies

Academic Advising

Planning for a degree program must be done in consultation with a Graduate Academic Advisor. This ensures that the candidate is aware of the current program requirements and has scheduled his/her program to be completed within these requirements. Concordia University is not responsible for decisions candidates implement without consultation and approval. Early enrollment by a student for any course or seminar must be approved by Executive Director.

Degree Completion

A candidate has seven years from the time of initial enrollment in the program to complete all requirements for the doctoral degree. The earliest a candidate can complete the program is 36 months and students must enroll in 12 units of dissertation for credit completion.

Class Attendance

Participation in class is essential for candidate success in doctoral courses. Attendance is required for all Irvine campus residency sessions and online synchronous sessions. Active participation is expected during these sessions. Excused absences for professional or health reasons must be arranged with prior approval from the instructor, with the student making up missed work as stipulated by the instructor. Exceptions to this policy will be allowed only with the approval of the instructor, based on an adequate plan for the student to satisfactorily complete all requirements for the course.

Courses – Add / Drop Changes

Course registration revisions/changes are the candidate's responsibility. Candidates may add/drop a course online in MyRecords up until the end of the open registration window. When open registration is closed candidates make course changes by contacting their Academic Advisor or the Registrar's

Office. All forms must be signed by the candidate and require the approval of the Academic Advisor, the instructor involved and the Office of the Registrar.

Appeals of Grades / Academic Disputes

For all issues other than admission, candidates with grievances must address those grievances with the Program Director of the Counseling Programs. If the candidate does not feel the issue is satisfactorily resolved he/she may file a formal written appeal with the Dean of the Townsend Institute. The appeal should contain a rationale as to why the decision in question should be reconsidered. The Dean of the Townsend Institute will render a decision within 30 days or call for an appeal committee. Grade appeals must be filed with the Dean of the Townsend Institute within 30 days of the day the grade was posted in MyRecords.

Active Status

Active enrollment in the program is defined as a minimum of:

- Full-time student = 6 units per semester
- Part-time student = 3 unit per semester

Inactive Status

Any candidate who has not enrolled in courses for one term will be considered an “Inactive Candidate.” Inactive candidates shall be removed from the education program if no progress is made toward a degree for 12 consecutive months. An inactive candidate wishing to return to the program must re-apply for admission. Re-admission is not guaranteed. Candidates returning from inactive status may be required to take additional course work or repeat course work if the content of the new course(s) are deemed critical to the candidate’s performance.

Maintaining Good Standing

A student must maintain a 3.00 to remain in academic “good standing” in the Ph.D. program. If a student drops below the cumulative GPA of 3.00 at the end of any given term, the student is placed on academic probation and will be put on a performance action plan that the student must successfully complete within an appropriate time frame, as stipulated in the action plan, to return to good standing within the program. Probationary status may only be exercised one time for a student while enrolled in the program. A student must earn a B or better in each course of the doctoral program.

Academic Dismissal

The first step in academic dismissal is placing a student on probationary status. A student, who does not remedy the stipulations of the probationary status and return to good standing will be dismissed from the doctoral program.

Repeating a Course

If a course needs to be repeated by the student the student must request permission from the Program Director. No more than one course can be repeated during the doctoral program. The director of the doctoral program will determine when the course can be completed, the academic terms of successful completion, and grade replacement. Depending on the circumstances, students may be delayed in continuing in the program until the course can be repeated.

Special Learning Needs of Students

Concordia University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990) and Amendment (2008) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: “No otherwise qualified individual shall, solely by his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Students desiring accommodations on the basis of physical, learning, or psychological disability are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by dialing extension 1586 on campus or dialing direct at 1-949-214-1586. See Appendix for Recording Lecture Agreement.

Transcripts

A transcript order is defined as a request for a transcript to each separate destination/address; each separate destination/address constitutes a separate order. Students may obtain an official transcript of their academic record by filing a request with the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the University and will not be released or copied.

Transferring in Courses

- Transferring credits are at the discretion of the program leadership and is not guaranteed. Decisions will be made based on the course descriptions, university and accreditation, and student performance in the course.
- No more than six (6) credit hours of graduate work may be transferred from a regionally and/or CACREP accredited university.

Grading System

The grade point average (GPA) at Concordia University is computed on a 4.0 point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. Only grades of B or better may be applied for fulfillment of doctoral requirements.

The following grade points are applied by the Registrar to the Grade Point Average for each Course Final Grade submitted by the instructor.

Letter Grade	Grade Points
A	4.0
A -	3.7
B +	3.3
B	3.0
Less than B	0

P/NP = Pass/No Pass

Assigned when a course is graded on a Pass/Fail basis as opposed to a letter grade (A through B-). Since no grade points may be assigned for a "P" grade, the course will not affect the GPA but will be counted for credit. Only specific courses may be graded using this option. For the CES Doctoral program, the following courses are graded on a Pass/Fail basis:

CES 700 Doctoral Studies Orientation

CES 771-775 Research Seminars

CES 781-79x Dissertation

CES practicum and internship courses

AUD = Audit

Assigned for classes attended for no credit and for the purpose of gaining information without the requirements of tests and papers. Audits must be approved by the Dean or Director of the Doctoral Program.

Incompletes

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. **Incompletes must be removed within 4 weeks from the beginning of the next term, unless an extension is granted by the instructor with an approval from the Dean or Director of the Doctoral Program.** Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

IP = In Progress

For graduate degrees, the "IP" grade is assigned for courses that are designed to take more than one term to complete. The "IP" will remain on the transcript and the student will receive a grade in a subsequent term.

W = Withdrawal

Assigned when a student officially withdraws from a class after census date and through the fifth week.

It is the student's responsibility to bring any error in grades to the attention of the instructor within 30 days following the day the grade is posted in Banner. 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 term. Submission of extra work after a term is completed will be permitted only when a grade of "Incomplete" was assigned.

Graduation

All Doctor of Philosophy in Counselor Education and Supervision students must complete a Graduation Application in order to graduate. An application fee is due and payable upon submission of the application. The graduation application, exact application amounts, and deadlines for applying are found at: <https://www.cui.edu/studentlife/registrar/graduation>

Graduating students are encouraged to celebrate the completion of their program by participating in a Commencement Ceremony. You must notify the university on your Graduation Application. If you are graduating in summer or fall, you may participate in the commencement the following May. The Graduation Application must be completed and submitted even if you do not plan to participate in the Commencement Ceremony.

The application fee applies to all graduates as well, regardless of Commencement Ceremony participation. Students who do not complete the requirements to graduate during the semester stated on their Graduation Application must complete the Re-Apply Application.

Satisfactory Academic Progress (SAP)

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 credit hours, 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 the university. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

- Minimum Cumulative GPA for PhD. students is 3.0

Quantitative Measure of Progress

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

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 Timeframe

The maximum time frame for 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:

- Hours Attempted required for the PhD. program

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.

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 the university.

Financial Aid Termination

Students who do not meet the SAP standards for more than one term will be **PROHIBITED** from receiving all financial aid. Being on **PROBATION** 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 Standards

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.

Appeal Process

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.

Appeal Decision

If a student's appeal is **approved**:

The student will be placed on **PROBATION**. A student on **PROBATION** will continue to be eligible for financial aid on a semester by semester basis provided they meet the required terms and conditions as indicated in the student's approval. Failure to meet these requirements on a term by term basis will result in **TERMINATION** of financial aid.

If a student's appeal is **denied**:

The student must meet SAP standards before any further financial aid may be awarded as long as the student hasn't reached the maximum units.

Reinstatement of Financial Aid

To reinstate financial aid a student must have an approved Financial Aid Appeal or must meet the financial aid satisfactory academic progress cumulative qualitative, quantitative, and maximum time frame standards. Neither paying for classes out of pocket, nor sitting out a period of time is sufficient in and of itself to re-establish a student's financial aid eligibility.

Treatment of Grades

- Courses for which a student receives a letter grade of A, B, or P are included in the calculation of cumulative credit completion percentage as courses successfully completed.
- Courses for which a student receives a letter grade of IP, IC, NP, IF, F, W or GD will be treated as credits attempted but not successfully completed.

Withdrawals

Credits for which a grade of "W" is received are considered attempted credits but not successfully completed credits. A grade of "W" does not impact GPA but does negatively impact the cumulative completion percentage and counts toward the maximum time frame.

Repeated Coursework

Students may be allowed to repeat coursework if approved by the program leadership. 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 time frame (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

Transfer Credits

Transfer credits accepted by the institution and applied toward a student's degree, diploma, or certificate requirements to graduate will apply toward the maximum time frame calculation. If at the point of admission a transfer student's prior academic record does not meet the college's minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for financial aid eligibility.

Consortium Credits

Credits for which financial aid is received under a consortium agreement will be included in the calculation of cumulative GPA, completion percentage, and maximum time frame.

Audited Courses

Audited courses will not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurements.

Student Rights and Privacy

Each student of Concordia University has a right to:

- Review the official educational records, files, documents and other materials which contain information directly related to him/her, and
- Challenge such records that are inaccurate, misleading or otherwise inappropriate.

It is the policy of the university that unless excluded by state or federal law, no record, files, documents, materials or personally identifiable information contained therein shall be released to any individual, agency or organization without the express written consent of the student/alumnus.

Any student desiring to review his/her official educational records should contact the Office of the Registrar to determine procedures for such review. Any student desiring to challenge the content of his/her official educational records should contact the Office of the Registrar.

While the university does not provide general directory services, it may, by law under special circumstances, release the following information about a student: name, address, telephone number, date and place of birth, major field of study, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, and the most recent previous public or private school of attendance. Any student who does not wish such information to be released about his/her participation or status should notify the Office of the Registrar in writing, at the beginning of each semester. The university is required to comply with all federal regulations governed by the Family Educational Right and Privacy Act (FERPA).

Student Leaves and Withdrawals

Graduate students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. Withdrawal from all courses may take place through the last day of the semester. **Non-attendance does not constitute withdrawal from classes** and will result in grades of “F.” Please contact Student Accounts to learn about the refund policy and Financial Aid regarding your eligibility after withdrawal. Withdrawal forms are available in the Office of the Registrar. Students who return to the university after withdrawing, regardless of the reason, must be readmitted by the admissions department before they will be allowed to register for classes.

Withdrawal from School

The Federal Guidelines for the Return of Title IV Federal Financial Aid Policy as outlined by the Federal Government are summarized below. If for any reason a student needs to withdraw from Concordia University, the following guidelines must be followed: An official withdrawal form must be filed with the Registrar's Office.

The student's official withdrawal date will be determined by the university as:

1. The date the student began the university's withdrawal process; or
2. The midpoint of the semester if the student withdraws without notifying the university; or
3. The student's last date of attendance at an academically related activity as documented by the university.

If the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this in writing to the Registrar's Office and indicate that his/her intention is to complete the semester. If a student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew.

Policies on Harassment and Discrimination

Harassment

Concordia University will not tolerate any form of harassment. Harassment is the use, display, or other demonstration of words, gestures, imagery, or physical materials, or the engagement in any form of bodily conduct, on the basis of race, color, national or ethnic origin, alienage, sex, religion, age, sexual orientation, or physical or mental disability, that has the effect of creating a hostile and intimidating environment sufficiently severe or pervasive to substantially impair a reasonable person's participation in University programs or activities or use of University facilities. Those people involved in harassment will face disciplinary action.

Sexual Harassment

Concordia University Irvine is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an environment

free from sexual harassment. Sexual harassment is contrary to the religious and moral tenets of the university. Every member of the university community should be aware that the university is strongly opposed to sexual harassment, and that such behavior is prohibited both by law and by university policy. The university will respond promptly and effectively to reports of sexual harassment, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

For complete references on policies related to harassment and sexual harassment contact the Human Resources Department at <http://www.cui.edu/hr>

Appendices



PhD in CES Handbook Agreement

By signing my name below, I certify that I have read both the PhD Cohort Handbook and the Streamlined Dissertation Track: From Orientation to Degree Completion Handbook and will be held accountable for the information herein. I understand that if I have any questions pertaining to the policies in this handbook, I will contact my program leadership.

I further agree that I will refer to both handbooks for the duration of my enrollment in the PhD Program and will stay abreast of revisions provided by the PhD Program Office. A revised Streamlined Dissertation Track handbook will be made available throughout the school years I remain in the program and revisions will be posted on the DTMS and announced when new versions are available.

I acknowledge that it is my responsibility to check my Eagles email account and my Cohort DTMS BlackBoard site on a frequent basis. I also acknowledge that any University information will be sent to my Eagles e-mail account only, as this is CUI policy. Updates, deadlines and PhD Program alerts will be given to students through these networks.

In the event I should leave the program for one or more semesters, I understand that it is my responsibility to remain in contact with the School of Education and stay updated on any changes that pertain to my degree.

Student Signature Date

Student Name (Printed) Student I

Recording Lecture Agreement

Students who have a qualifying disability that limits their independence may record class lectures for their personal study use only. Lectures recorded for this reason may not be shared with other people without the consent of the lecturer. Recorded lectures may not be used in any way against the faculty member, other lecturers or students whose classroom comments are recorded as part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published without the consent of the lecturer. The student must sign this agreement before lectures can be recorded. The instructor will be notified before class begins that a student may be recording the lectures due to his/her disability. The student will delete the recorded materials in any and all formats within ten calendar days from the completion of the term for the course.

Procedure

A student with a qualifying disability must be registered with the DLRC. The student must provide the appropriate documentation to DLRC pertaining to the disability. When appropriate accommodations have been discussed and agreed to by the student, and the accommodation includes recording a lecture, class, or activity, the student will sign this agreement and give it to their instructor for his/her signature.

One copy of this agreement will be kept in the student's confidential file, along with their disability documentation. Instructors may request a copy of this signed agreement to keep in his/her personal files.

I, _____, have read and understand the above policy on recorded lectures at Concordia University, Irvine, and I agree to abide by the policy with regard to any lectures I record while enrolled as a student at Concordia University, Irvine.

Signature of Student

Signature of Instructor

Director of Disability and Learning Services

Course Title and Number