



Grace University
Graduate Catalog
Clinical Mental Health Counseling
2011 – 2012

Academic Excellence • Life Change • World Impact

Grace University, 1311 South 9th Street, Omaha, NE 68108
admissions@GraceUniversity.edu
www.GraceUniversity.edu

Academic Calendar

Fall Semester 2011

Aug. 2, Tue.	Faculty/Staff Conference
Aug. 20, Sat.	Residence Halls Open for New Students
Aug. 22, Mon.	Graduate Classes Begin
Aug. 24-25	Spiritual Life Orientation
Aug. 24, Wed.	Convocation Ceremony 10:20 am Suckau Chapel
Aug. 24, Wed.	Traditional Undergrad Classes Begin
Aug. 31, Wed.	Last day to ADD Courses; Last day for 100% Refund
Sept. 5, Mon.	Labor Day: Admin. Offices Closed/ No Classes
Sept. 16, Fri.	SLT Fair
Sept. 30, Fri	Fall Enrollment Closes
Oct. 4, Tue.	Day of Prayer (No Traditional Undergrad Classes)
Oct. 17-20	Mid-term Exams (Classes Meet)
Oct. 24-26	Bible Conference* (No Traditional Undergrad Classes)
Oct. 24-28	Fall Break (No CMHC Grad Classes)
Oct. 31, Mon.	Last Day to DROP Courses
Nov. 8, Tue.	Refund of institutional aid may be requested.
Nov. 21-Dec 2	Registration for Winter and Spring, 2012
Nov. 21-25	Thanksgiving Break/No CMHC Classes
Nov. 24, Thu.	Thanksgiving Day: Admin. Offices Closed
Nov. 25, Fri.	Admin. Offices Closed
Dec. 12, Mon.	Regular classes meet
Dec. 13-15	Final Exams (Grad)
Dec. 16, Fri.	Residence Halls Close at Noon
Dec. 23-Jan. 2	Admin. Offices Closed
Dec. 25, Sun.	Christmas Day
Jan. 1, Sun.	New Year's Day

Spring Semester 2012

Jan. 16, Mon.	Martin Luther King Day (No classes, Offices closed)
Jan. 17, Tue.	Graduate Classes Begin
Jan. 17, Tue.	Convocation Ceremony 10:20 am, Suckau Chapel
Jan. 24, Tue.	Last Day to Add a Course; Last Day for 100% Refund
Jan. 25, Wed.	Spring Enrollment Closes
Feb. 6-9	Jared Burkholder Conference on Global Engagement
Feb. 21, Tue.	Day of Prayer
Mar. 5-9	Mid-Term Exams (Classes Meet)
Mar. 12-16	Spring Break (Grad)
Mar. 23, Thu.	Last day to DROP Courses (Without academic penalty)
Mar. 26-Apr. 10	Registration for Summer and Fall 2012
Apr. 5, Thu.	Refund of institutional aid may be requested.
Apr. 6, Fri.	Good Friday (Admin Offices Closed/No Classes)
Apr. 8, Sun	Easter Sunday
Apr. 30-May 3	Finals Week for CMHC Students
May 4, Fri.	Honors Convocation/Baccalaureate* 10:30 am Suckau
May 5, Sat.	Commencement 2:00 pm (location TBD)
May 11, Fri.	Residence Halls close at noon
Summer Semester 2012	
May 14-June 22	First Session+
May 14, Mon.	Last day to ADD Courses; Last day for 100% Refund
May 28, Mon.	Memorial Day (Offices Closed/No Classes)
June 25-July 27	Second Session+
June 25, Mon.	Last day to ADD Courses; Last day for 100% Refund
<i>+Last day to ADD a course is the first Monday of the session; the last day to DROP a course is prior to the second week meeting.</i>	

Catalog Limitations

This catalog describes policies, programs, and procedures of Grace University that are in effect at the time of its preparation, August 2011.

Grace University reserves the right to change any of its rules and regulations at any time, including those relating to admissions, instruction and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase tuition or other fees similarly is reserved. All changes are effective at such time as the proper authorities determine and may apply not only to prospective students but also to those who are already enrolled in the University.

The provisions of the catalog are not, and should not be construed to be, a binding contract between students and the University.



A Personal Note from the President

The Grace University catalog reflects Grace University's commitment to strong, Christ-centered education. As you review the catalog, please remember that Grace seeks to add value to your life in at least three areas: (1) Grace adds value to your life by enabling you to develop a well-integrated Christian worldview. You will study God's revelation and integrate it with all the disciplines of human knowledge. (2) Grace adds value to your life by helping you develop key skills for living—e.g., time management, stress management, interpersonal relationship skills and honing your reading and communication skills. (3) Grace adds value to your life in character development. The core values of honesty, integrity and personal responsibility are central to our student development office. Internalizing these values is what Grace is all about.

May God guide you as you seek to do His will and prepare for a life of serving Him and His people.

In His mighty grasp,

James P. Eckman, Ph.D.
President

A Personal Note on behalf of the Graduate School Faculty

Greetings from the campus of Grace University.

On behalf of the Graduate instructors at Grace, I am pleased that you are taking the time to peruse our catalog or visit our website. We invite you to take a serious look at our programs. For over 68 years, Grace University has been providing education that blends high quality academics with spiritual formation, ministry and professional experiences, and spiritually significant relationships.

We are now into our second decade of providing our accredited educational distinctives to qualified students who desire to serve the church and their community in significant ways. At present, we offer masters-level degrees in Clinical Mental Health Counseling (CMHC) and Christian Ministries (CM). The Christian Ministries degree comes with concentrations in Theological Studies, Biblical Studies, Ministry Leadership, Rural Church Ministries, and Counseling Ministry. The Clinical Mental Health Counseling degree is designed to prepare a student for licensure as a Licensed Professional Counselor. Our programs stress the need for both academics and professional development – all within a biblically-integrated, Christian worldview. Additionally, we offer a Fast-Track Teacher Certification Program. This program is a post-baccalaureate, blended-learning program (non-degree) designed to prepare college graduates for a state-licensed teaching endorsement in as little as twelve months.

The need for graduate-level training in various fields continues to grow; indeed in many fields, a graduate degree is virtually the entrance requirement. We welcome your prayers as we continue to explore and grow, for our greatest desire is that our programs would honor the Lord as we serve evangelical faith communities, the city of Omaha and the upper Midwest region.

You may have well-defined educational objectives, or you may still be seeking God's will for your life in your graduate experience. Either way, we would welcome the opportunity to help you move forward in your studies.

Our staff and faculty are poised to serve you in whatever way we can. If you have not already done so, please feel free to visit the school. You are also most welcome to call or visit our Admissions and support staff; we believe you will find them to be among the most helpful people anywhere! Or perhaps you would like to seek out an appointment with a faculty member. We expect you will be impressed with the quality of people at Grace University and the value of a Grace University educational experience. The opportunity to work and study beside other students with similar values and priorities promises to make your educational experience an excellent step forward in your personal and professional goals.

So, please feel free to browse our catalog. While it can offer you a glimpse of what GU is like, please come and visit for a personal experience to understand what GU could offer. Tell us how we can help you serve within the Kingdom of our Lord.

Blessings,

Justin Brogan, Ph.D.
Associate Professor of Counseling
Program Chair, Clinical Mental Health Counseling

Correspondence Directory

Direct your questions or requests for information to the following University officials:

Admissions and General Information

Emily Jantzen • Graduate Admissions

Enrollment and Retention

Chris A. Pruitt • Dean of Enrollment Management

Academic Office

Dr. John D. Holmes • Academic Dean

Grace College of Extended Education

Dr. M. Richard “Dick” Dahlquist • Director of Adult Education

Academic Records, Transcripts

Kris J. Udd • Registrar

Roy A. Smith, Jr. • Assistant Registrar

Library & Learning Resources

H. Ben Brick • Library Director

Online Learning

Mike Wulbecker • Director of Online Learning

General University Policy, Educational Policy, Procedures, & Faculty

Dr. John D. Holmes • Academic Dean

Business and Finance

Michael F. James • Executive Vice President

Student Services and Facilities

Deb Osmanson • Dean of Student Services

Career Development and Placement Center

Robert Gall • Director

Servant Leadership Training

Wes Wilmer • Director of Student Leadership Training

Scholarships & Financial Aid

Ray Miller • Director of Financial Aid

Teela Chamberlain • Financial Aid Counselor

Women’s Housing, Learning Needs, Special Accommodations

Marilyn F. Amstutz • Dean of Women

Men’s Housing and Student Activities

Jon T. McNeel • Dean of Men

Christian Formation

Wes Wilmer • Director of Christian Formation

Stewardship, Gifts, Grants and Donor Relations

James P. Eckman • President

Melvin R. Friesen • Director of Gift Planning

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GENERAL UNIVERSITY INFORMATION

OUR MISSION

Grace University exists to develop servant leaders for the home, the church and the world through excellence in biblically-integrated education and through life change in a personal, discipling environment, all for the glory of God.

OUR PAST

68 YEARS BY THE GRACE OF GOD

Grace University was born in prayer as a group of ten Mennonites met in Omaha, Nebraska, on June 1, 1943, to pray and plan for a college-level institution that would be fundamental in doctrine, vitally spiritual in emphasis, and interdenominational in scope. The need for such Bible-centered education became increasingly apparent to these evangelical pastors. A number of them shared this common concern with each other during the commencement activities at the Oklahoma Bible Academy in Meno, Oklahoma, in 1942. So in the providence of God, they selected Omaha as a central location for the meeting that led to the founding of Grace Bible Institute.

From June 1 through September 8, 1943, the Lord opened doors and removed obstacles in such unusual ways that all were convinced that this new venture of faith was from God. At the dedicatory service on September 8, 1943, Dr. C.H. Suckau, chairman of the Board of Directors and later a president of the college, mentioned seven specific answers to prayer:

1. Location—the Lord definitely led the original group of men to Omaha on June 1 and opened doors for them.
2. Temporary Facility—the Presbyterian Theological Seminary was made available for use without any financial obligation other than its upkeep.
3. Incorporation—the laws of Nebraska were such that incorporation under the existing laws was impossible. But these laws were revised just as the founders were faced with the alternative of having to locate Grace Bible Institute in some other state.
4. Faculty—the college opened with a complete staff of teachers, having received the consent of the last needed faculty member by telegram that very afternoon at 3:00.
5. Student Body—a total of 18 students registered on the first day (and five more a few days later).
6. Funds—in a short time, the Lord's people sent in over \$7,000 in gifts.
7. Permanent facility—the Lord preserved Stuntz Hall for Grace Bible Institute, so that on the afternoon of September 8, the Board of Directors signed a purchase contract for the building in the amount of \$25,000.

In his book, *The Story of Grace*, Paul Kuhlmann documents many of the miraculous answers to prayer evident during the first 35 years of the University's history. It is a testimony of God's gracious provision and direction. The student enrollment grew rapidly in the early years so that by 1949 it had reached 331. The diversity of the student body in recent years indicates its interdenominational nature and widespread appeal to students who desire a Bible-centered college education.

In his book, *Committed to the Vision: 50 Years by the Grace of God*, Harold J. Berry gives highlights of each presidential administration and focuses attention on those who have served Grace University 25 years or more. The Board of Trustees, Advisory Council, administrators, faculty and staff provide a rich spiritual heritage for the University.

Academic programs have been expanded and upgraded to reach each generation; the administrative structure has been revised and faculty has grown in size. Most significantly, the University has remained vigilant in upholding the fundamentals of the faith maintaining, without reservation, that the Bible is the

inspired Word of God. In 1976, when a change of name was considered, “Grace Bible Institute” became “Grace College of the Bible.”

The physical plant has been expanded through the construction and purchase of additional facilities. The expansions include Suckau Chapel (basement, 1949; main floor, 1957); Schmidt Hall (1962); Harold D. Burkholder Center (1967) which includes the Jim Classen Gymnasium (2003); and the Donald J. Tschetter Academic Building (1975).

In 1977, the University purchased the St. Catherine’s Hospital Center for Continuing Care. This acquisition added nearly 2.7 acres to the campus and doubled facility space, making it the largest and most significant property acquisition in the history of the University. Three sections - Stanford Hall, Rieger Hall, and Waldo Harder Hall—have been utilized as dormitory facilities. A fourth section houses administrative offices, conference rooms and classrooms, and a fifth section houses the faculty offices and music rooms. Additional facilities in the complex will be renovated, as needed, for student housing, classrooms, and offices. Each facility expansion was an adventure of faith and a distinct answer to prayer.

In 1993, President Neal McBride proposed that Grace consider a new identity as “Grace University.” During the 1993-94 academic year, a feasibility study for restructuring was accomplished. In May 1994, the Trustees formally adopted restructuring as Grace University, which consists of three colleges: Grace College of the Bible, Grace College of Graduate Studies, and Grace College of Continuing Education.

On July 1, 1995, the institution’s new corporate identity as Grace University became official. Today, President James P. Eckman leads Grace University.

In 2003 the Jim Classen Gymnasium was dedicated, providing physical fitness and athletic opportunities to the campus community. With this construction, the Duerksen Center was renamed the Harold D. Burkholder Center, and the dining commons was named in honor of Vernon Duerksen.

OUR PRESENT

The core values of academic excellence, life change, and world impact continue to shape the vision of Grace. These foundational values stimulate the Power of Grace!

During the past 68 years, more than 8,000 students have studied at Grace University. Many of our alumni are actively involved in full-time church-related ministries. Many are serving in cross-cultural and international missions, in pastoral ministry, in Christian education, in music, and in Christian radio and telecommunications. Others impact the marketplace for Christ serving as lay leaders in local churches and church-related organizations. Many are educators, business people, farmers and ranchers, and public servants in governmental settings.

The oversight of Grace University is vested in a strong, spiritually minded Board of Trustees, representing various denominations. A variety of advisory teams assist in guiding various operations within the University. The Grace University Foundation Board of Directors works closely with the University Development Department in friend building, fund raising, and investment management. The Grace University Parents Association (GUPA) works in association with the President’s Office regarding institutional and student support. The Alumni Association, a vital advisory group, connects our strong heritage with our ongoing mission of preparing men and women as servant leaders for the home, the church and the world.

Throughout its history, Grace University leadership has been marked by vision and faith. The following have served as presidents: Paul Kuhlmann (Acting, 1943), Dr. C.H. Suckau (1944-1950), Dr. H.D. Burkholder (1950-1955), Dr. Joseph W. Schmidt (1955-1960), the Rev. D.J. Unruh (Interim, 1960-1961), Dr. Waldo E. Harder (1961-1971), Dr. Robert W. Benton (1971-1984), Dr. Warren E. Bathke (1984-1993), Dr. Neal F. McBride (1993-1997), and Dr. James P. Eckman (1997-).

WHAT MAKES OUR EDUCATION DIFFERENT

The education offered at Grace University differs from a secular liberal arts education or even a Christian liberal arts education in a number of ways. Students should note the following differences that make us distinctive:

ACADEMIC FOCUS

Grace University broadens a student's education by using Bible and Bible-related courses as a foundation for various professions and vocations. Primary focus is on the Bible, with the humanities and sciences serving a supportive role. The particular emphasis of the liberal arts college, by contrast, is to provide a "liberal" (i.e. broad) education in the humanities and sciences as a foundation for professions and vocations. With our focus on the Bible and life application, Grace University emphasizes basic life skills development for the home and family, active involvement in a local church as an expression of commitment to community, and Christian character development with a critically thinking, ethical mind for the work place.

FACULTY COMMITMENTS

Like other institutions of higher education, Grace University prides itself in its faculty and the academic freedom each has in accomplishing their duties in the classroom, in research, and in community service. What distinguishes our faculty is not their academic achievements, but their desire to devote these achievements to Christ, to their local churches and global missions, and to the theological position of Grace University. Many private colleges are Christian in name, but their faculty promotes a worldview that is anything but Christian. At Grace University, faculty view their teaching responsibilities as being supportive of the values of the home and of the church. Faculty see themselves as key role models for students of godliness as well as scholarship. Our faculty do not see it as their role to undermine a student's confidence in Scripture or personal faith, or to challenge the values of their family; rather, our individual and collective role is to encourage students and help integrate faith, the Word, and values into all aspects of life.

In summary, this means that the students who complete certificate, associate, and bachelor level programs at Grace University should be Christ-like, maturing, responsible individuals who have basic knowledge of Scripture and the world, and have skill in integration of this knowledge. They are equipped, motivated, and dedicated to serve God as servant-leaders with the skills to accomplish the entry-level tasks in the vocational or professional field chosen, yet willing to go anywhere and do anything challenged by the Lord. Ultimately, they will become servant leaders for the home, the church, and the world.

WHAT WE BELIEVE

As a Christ-centered educational institution, Grace University consciously recognizes and submits itself to the Scriptures. The University does not require students to agree with all the nuances of its Doctrinal Statement, but we do ask them to subscribe to certain biblical tenets of faith. Grace identifies these seven primary doctrines as the following:

The Trinity.

The Full Deity and Humanity of Jesus Christ.

The Spiritual Lostness of the Human Race.

The Substitutionary Atonement and the Bodily Resurrection of Christ.

Salvation by Faith Alone.

The Physical and Visible Return of Christ.

The Authority and Inerrancy of Scripture.

Faculty will teach with the full Doctrinal Statement in mind; but we welcome warm dialogue with students of varying backgrounds who subscribe to the above positional statements.

Members of the Board of Trustees, the Administration, and the Faculty are required to annually affirm, in good conscience, the Institutional Doctrinal Statement, which is found at the end of this catalog.

STUDENT CHARACTERISTICS

Due to our institutional mission, we believe education should reach beyond vocational skills and training. We believe it is important to develop all students in character and leadership skills so that they can be servants in the home, the church and the community/world in which they live. The characteristics listed below identify key character traits of a servant leader. Whether a student is in our undergraduate or graduate program, our faculty seeks to develop these characteristics in every graduate.

A BIBLICALLY LITERATE STUDENT

A Grace graduate is a Christian who knows Scripture and can interpret and apply it to life situations. The Grace graduate is able to systematize that biblical knowledge into theological propositions and communicate those propositions to others in relevant ways.

A CRITICAL THINKER

A critical thinker searches for and promotes truth in all disciplines of human knowledge. A critical thinker is one who, while critically analyzing the world, makes wise choices in life integrating literacy about the world with literacy of Scripture. A Grace graduate is a Christian who observes the world (general revelation) and who knows, interprets and assesses the merits and limitations of the various belief and value systems developed throughout history.

AN OBEDIENT DISCIPLE

A Grace graduate is a Christian who acts consistently with the commands of Scripture, who demonstrates a submissive heart under the authority of appropriate leadership, and who is always in relationship with a local fellowship of believers. The obedient disciple understands that all levels of authority are God-ordained and seeks accountability for personal and professional behavior.

AN ENGAGED CITIZEN

A Grace graduate is a Christian who engages culture, attempting to promote a biblical perspective on life, family, law, justice and mercy, and societal governance. As an engaging citizen, the Grace graduate seeks to understand the role of citizens in the home, in the church, and in society, and as a citizen works to bring Kingdom values to each of those arenas and provide public service to those in need.

A COMPASSIONATE LEADER

A Grace graduate is a Christian who can lead a team to accomplish a mission or task, exercising the skills to cast and communicate vision, select and train team members, delegate authority and empower and motivate team members, provide accountability structures, evaluate the success of the mission or task, and function as an ethical professional. A compassionate leader follows a biblical model of servant leadership, expressing compassion and care – never threatening or abusing a position of leadership, always encouraging and building up those who are serving or who are being served.

A GLOBAL CHRISTIAN

A Grace graduate is a Christian who understands God's view of the world and its need for divine instruction and redemption. Grace graduates take personal responsibility for communicating these things to all who will listen. A global Christian graduating from Grace seeks to understand culture and find diverse, relevant, multi-cultural and international communication strategies to accomplish the tasks to which every Christian is called. These communications skills are transferable to all dimensions of life.

AN EQUIPPED PROFESSIONAL

A Grace graduate is prepared to enter his or her chosen profession with confidence and competence.

INSTITUTIONAL GOALS AND OBJECTIVES

Three core values shape the goals and objectives of Grace University – academic excellence, life change and world impact. Recognizing that Christian education that leads to the “Student Characteristics” above is a process rooted in the Bible and directed by the Holy Spirit, the University establishes the following goals and objectives. By graduation, students should give evidence of:

1. A comprehensive working knowledge of the Bible, including Bible doctrine;
2. A growing love for Christ and His people;
3. Being a world Christian with a growing awareness of and involvement in God’s worldwide program of redemption;
4. A Christian worldview that integrates General Education studies with biblical truth;
5. An ability to serve Christ effectively;
6. A Christian value-system that is reflected in Christian character, attitudes, decisions and actions;
7. An ability to function at a level of competency within their chosen area of study at their level of preparation (i.e., Certificate, Associate, Bachelor, or Master’s level);
8. A commitment to a lifestyle of life-long spiritual, intellectual, emotional, relational, and physical health.

PHILOSOPHY OF CHRISTIAN EDUCATION

Grace University is committed to a Christian philosophy of education. This means that every facet of the University program is conditioned and directed by a Christ-centered, biblical perspective. Questions relative to the meaning, purpose, and goals of education are answered in the light of Scripture. The following statements briefly present the University’s Christian philosophy of education.

1. Ultimate reality is found beyond man in the Triune God who created and now sustains all things.
2. Mankind is morally depraved and is dependent upon and answerable to a holy God. Every human has the capacity to know God.
3. The Bible, God’s inerrant, authoritative revelation to man, provides the essence of truth.
4. Disciplined, empirical study in all disciplines is valuable and helps to develop perspective, knowledge, attitude, and skill. It is always wise to examine the presuppositions and world views that influence researchers in the sciences and the creative aspects of the various arts.
5. The objective of Christian Education is to glorify God through salvation, maturation and service.
6. The Bible is the core and integrating factor for the entire curriculum.
7. The teacher and student are both significant in the educative process with the Holy Spirit being the chief source for both.
8. Each faculty member is committed to excellence, theological soundness, and spiritual fervor, no matter under which academic discipline that the instructor teaches.
9. The University is committed to the local church as the primary agency through which God works.
10. The alumni are considered a strategic force within the home, the church, and the world.

This dynamic philosophy of education has been affirmed since 1943. The University’s current leadership is as deeply convinced today, as were the founding fathers, that the Bible is the only dependable lens through which all knowledge must be viewed in the search for truth. Grace University remains committed to offering an education that is distinctively biblical.

ACCREDITATION

Grace University is accredited by:

- The Higher Learning Commission and a member of the North Central Association
230 South La Salle Street, Suite 7500
Chicago, IL 60604
Phone 800-621-7440
<http://www.ncahigherlearningcommission.org>
Last ten year reaffirmation: 2008
- Commission on Accreditation of the Association for Biblical Higher Education
5850 T.G. Lee Blvd., Ste. 130
Orlando, FL 32822
Phone 407-207-0808
<http://www.abhe.org/>
Last ten year reaffirmation: 2006
- International Assembly for Collegiate Business Education
P.O. Box 25217
Overland Park, Kansas 66225
Phone 913-631-3009
Effective date: 2002

Grace University is listed in:

- The current edition of Accredited Institutions of Postsecondary Education and Programs published for Council on Higher Education Accreditation (CHEA) by the American Council on Education (ACE).
- The current edition of the Higher Education Directory.

Grace University is approved by:

- The United States Department of Justice for the education of foreign students.
- The Nebraska State Department of Education for the education of veterans and/or other persons eligible for Veterans Administration benefits.
- The Nebraska Department of Education as a standard institution of higher education offering teacher education programs leading to certification within the state of Nebraska.

Grace University is a member of:

- American and Nebraska Associations of Collegiate Registrars and Admissions Officers
- Association of Christian Schools International
- Association of Independent Colleges and Universities of Nebraska
- Association of Christian Librarians
- Christian Camping International
- Council for Adult and Experiential Learning
- Evangelical Training Association
- National Association of Independent Colleges and Universities
- Nebraska Association of Colleges of Teacher Education
- Nebraska Council for Teacher Education
- Nebraska Independent College Foundation
- Nebraska Independent College Library Consortium

Grace University has articulation agreements and special academic relationships with the following institutions and organizations:

- The American Association of Christian Counseling and the Center for Biblical Counseling, Forest, Virginia
- Bellevue University; Bellevue, Nebraska (several Cooperative Programs)
- Bethsaida Excavation Project; Kibbutz Ginnosar, Israel

- Camp Forest Springs; Westboro, Wisconsin (Camping Ministry Program)
- Clarkson College; Omaha, Nebraska (Nursing Cooperative Program)
- Creighton University; Omaha, Nebraska
- Focus on the Family Institute; Colorado Springs, Colorado
- Iowa Western Community College; Council Bluffs, Iowa
- Jerusalem University College; Jerusalem, Israel
- Metro Community College; Omaha, Nebraska
- Nebraska Christian College, Papillion, Nebraska
- University of Nebraska at Omaha; Omaha, Nebraska

FACILITIES

Grace University is a compact urban campus in beautiful Omaha, Nebraska. Our campus is located approximately two blocks from the historical downtown business district. The campus covers approximately six city blocks in the historic Dahlman Association neighborhood and is only nine blocks from the Lauritzen Gardens-Omaha's Botanical Center. The campus is approximately halfway between the Old Market in downtown and the Henry Doorly Zoo. The section "Our Past" in this section of the catalog describes the development of the campus. This urban campus has seen over \$11,000,000 in new construction, remodeling and renovation upgrades during the past seven years.

Currently, the campus has 185 dormitory rooms for students within Harder Hall, Rieger Hall, Stanford Hall and Schmidt Hall, modern classrooms of various sizes, the newly remodeled Grewcock Library within the Tschetter Academic Center, learning labs for computer usage and music, and curriculum labs for teacher education and church education, Suckau Chapel, the Dirks Lounge, the Duerksen Dining Commons, administrative and faculty offices, and green space and parking areas. The Jim Classen Gymnasium, with double NCAA approved courts for tournament play and seating for 800, was dedicated in August, 2003. The Donovan Glanzer Strength Training Center is located in the Harold D. Burkholder Center.

The Grewcock Library has a collection of over 50,000 volumes, over 25,000 electronic books, and over 9,000 journals accessible in print or electronically. In addition, access is provided to a number of databases in the fields of religion, education and psychology through EBSCOhost, FirstSearch, WilsonWeb and other databases. Instruction on the use of library resources is made available to the students by the library director. The Grewcock Library is a member of the Nebraska Independent College Library Consortium and can access millions of resources from around the world via interlibrary loan. There are 13 computers for students to use as well as a wireless network throughout the library.

Email and Internet access are available to all faculty and students through GraceNET, the University network. Access to GraceNET is available in any of our three computer labs as well as every classroom, office and dormitory room. The University has invested heavily in providing a fast and stable network to serve the community of learners academically and administratively. The Grace University Department of Information Services provides network, computer, telecommunications and helpdesk services to meet the ever-changing needs of our University community. The University also maintains a Microsoft software license allowing all faculty, staff and students common access to current license versions on school computers.

STUDENT LIFE

SPRITUAL ACTIVITIES

Grace University considers the student's personal spiritual life a high priority. Listed below are some of the opportunities for spiritual growth and development.

Students are encouraged to have a personal devotional life.

Prayer times are held regularly to intercede for the worldwide spread of the Gospel.

Days of Prayer in Fall and Spring devote entire mornings to worship and prayer. Attendance is optional.

CMHC Integration Team Membership. A student elected team designed to represent the CMHC student body to discuss areas of integration and make recommendations to the faculty for issues related to integration of faith into learning. The Integration Team is comprised of all faculty who teach at Grace University and 4-8 CMHC students.

Grace LIFE (Life Integration For Excellence), convenes in the Chapel Monday through Thursday for half an hour. This common experience of the Grace family contributes to the development of community and involves such things as announcements, worship, prayer, and a wide variety of presentations from students, faculty, staff, and guests. Attendance is optional.

CONFERENCES

The **Fall Bible Conference** is held during the first semester and features Bible teaching by able communicators of the Word.

The **Jared T. Burkholder Conference on Global Engagement** is a highlight of the second semester. Missionaries and mission representatives from many organizations working in various parts of the world visit the Grace campus. Students, faculty and staff are challenged to reach the world for Christ.

ORGANIZATIONS

THE GRADUATE STUDENT BODY ASSOCIATION (GSBA)

Every student is a member of the GSBA, is Grace's student government. The GSBA exists to foster spiritual growth and fellowship, promote the welfare of the students, and plan student activities. Its administration is carried out through an executive team elected by the students. Student elected positions are as follows:

President	Vice-President
Secretary	Chaplain

PUBLICATIONS

Charis is the yearbook produced under the direction of a student editor. Other students and staff members assist in this publication.

ATHLETICS

Grace University is a participating member in the National Christian College Athletic Association. Grace participates in intercollegiate competition in men's and women's basketball, women's volleyball and men's soccer. These activities provide physical, moral and spiritual development. The annual Athletic Report is available upon request from the Academic Dean's Office. Academic requirements are established for all athletes.

UNIVERSITY RESIDENCE HOUSING REQUIREMENTS

Normally, all students taking 9 or more hours at Grace University and under the age of 21 are required to live on campus in order to foster community and encourage personal growth. On-campus residence is seen as an important part of the total “Grace experience” for traditional age undergraduate college students.

Graduate students living on campus are expected to enroll in at least six semester hours (exemptions available). In the case of cooperative programs, the expectation is a minimum of six semester hours between the various campuses.

Exceptions to the Housing Requirements include:

- Students living at home with their parents or legal guardian;
- Married students;
- Students turning 21 years of age before the end of the semester;
- Students taking 8 hours or less of classes;
- Students in a cooperative program taking no classes at Grace University;
- Students whose employment requires off-campus housing;
- Students with dependent children;

FURNISHINGS

All dorm rooms are connected to the Grace University network for internet capability. Rooms are furnished with beds, desks, dressers and chairs. Students furnish towels, pillows and bedding. Optional student furnishings may include computers, telephones, floor rugs, mini-refrigerators and/or microwaves.

MARRIED STUDENT HOUSING

The University has a limited number of unfurnished apartments. Married students should inquire at the Business Office regarding University housing, availability, rates, etc.

SERVICES

ADVISING

Each student is assigned a faculty advisor who can guide the student through the course selection, course sequencing and program requirement information so that the student can complete their program. Each faculty member has received training to advise students about program requirements based on the *University Catalog* during the academic year in which the student begins their educational experience and course sequencing based on suggested course sequences listed within the *Faculty Advising Handbook*. The faculty advisor may also provide wisdom and counsel to the student pertaining to career discovery (see below).

GRACE CAREER SERVICES

Career counseling and testing is conducted by the Psychology Department through Grace Career Services. Every student has access to a battery of career assessments (fees may apply). Students are strongly encouraged to use these professional assessments during the first semester of their final year. Students may be encouraged to explore other online assessments as well.

Students will receive additional training regarding resume development and interview skills during several courses within the four-year programs at Grace. These include, but are not limited to, Career Orientation, Senior Integration and Principles of Leadership and Management.

PROFESSIONAL COUNSELING

The University recognizes that during the college years, students may need some professional counseling related to personal and relational aspects of life. The graduate school's Counseling Program provides services for all students, spouses, and children. The student may wish an outside referral or the faculty may determine that a referral to a peer may not be ethical; the graduate counseling faculty will gladly offer referrals to outside providers of counseling services. Grace University does not accept responsibility for referred services and students are to be smart consumers when making choices about accepting referrals. At times, students on University probation may be referred to professional counseling as a component of a remediation plan. The University practices all relevant and legal guidelines with respect to confidentiality.

PLACEMENT OFFICE

The University operates a placement service through Grace Career Services. The University also advises individuals seeking placement to contact other resources such as *monster.com*, *accessomaha.com*, *careerlink.com*, *jobleads.org*, *christianjobs.com* and *jobsinaflash.org*.

ACADEMIC RESOURCE CENTER (ARC)

The Academic Resource Center (ARC) is available to provide a variety of academic support services to enhance your educational experience at Grace University. Students may access these services free of charge. Student tutors are trained to provide assistance with specific areas of study as well as special seminars on a variety of topics. The areas of seminar focus include time management, test taking, effective note taking, study skills, effective reading, retaining/recalling information and critical thinking. Math and writing labs are also available.

BOOKSTORE

Purchases of course texts may be made through the University's vendor online. The link may be found on the homepage of the Grace University website.

HEALTH

Medical care for minor illness is provided through the Student Health Office. More serious cases are referred to specialists or hospitals.

STUDENT HEALTH INSURANCE

Students are urged to have health and accident insurance coverage under a plan through their employer/spouse/parents/guardians or through a privately purchased plan. International students are required to hold an insurance policy through a United States based insurance company. Insurance brochures are available through the University Business Office or Health Office.

MOTOR VEHICLE POLICY

All students must register their motor vehicle(s) with Campus Security at the beginning of each semester and must abide by University regulations governing the use of vehicles. Also, in compliance with Nebraska laws, vehicle owners must carry liability insurance and have valid operator licenses.

STANDARDS OF CONDUCT

The University seeks to provide an atmosphere in which the students can fully give themselves to both academic pursuits and the development of Christ-like character. This is best accomplished when all students sense a deep responsibility for the welfare of one another and for the group as a whole.

Students are expected to participate in activities which build moral character. The University also maintains institutional preferences regarding entertainment and conduct. While enrolled in classes, all students are expected to abstain from gambling, possession and use of alcoholic beverages and non-medicinal drugs, abuse of over-the-counter drugs and the possession and use of tobacco products.

Student attire must be appropriate for Christian testimony. Specific dress and lifestyle standards appear in the current *Student Handbook* which is given to each student. Individuals may request a copy of the *Student Handbook* by contacting the Student Development Office or Admissions Office.

Undergraduate students are asked to willingly submit to these community standards. Disregard for community standards may result in suspension or dismissal. The University may dismiss any student whose attitude or behavior is not in harmony with the University and its standards, and reserves the right to deal with all student issues in a manner which it believes is in the best interests of both the student and the institution's mission and objectives.

FINANCIAL INFORMATION

TUITION AND FEES:

Application fee (non-refundable) \$50
 Online application fee (non-refundable) \$25
 M.A. tuition per semester credit hour \$430
 CMHC Program fee per semester \$25
 Audit fee per credit hour \$50
 Directed Study fee, per credit hour \$60
 Graduation fee \$200
 Printer/Copier fee, per semester \$10
 Program Continuation (Leave of Absence) Fee \$100
 Request for "Incomplete" Grade \$25
 Student Services fee per semester \$50
 Transcript fee, per transcript \$10 mailed (\$15 picked up)

REFUND SCHEDULE

Various expenses, such as payments for faculty, support staff, equipment, and materials are incurred in anticipation of students who will attend the University. Therefore, the following refund schedule of institutional charges is applicable to withdrawals or class drops:

FALL 2011

Through August 31	100%
Through September 7	75%
Through September 14	50%
Through September 21	25%
From September 22	0%

SPRING 2012

Through January 24	100%
Through January 31	75%
Through February 7	50%
Through February 14	25%
From February 15	0%

SUMMER 2012

On or before first day of each session	100%
On the second day of each session	75%
On the third day of each session	50%
On the fourth day of each session	25%
After the fourth day of each session	0%

Tuition, fees, dining and housing are payable at the University Business Office at the beginning of each semester. The University anticipates that these obligations be funded through a combination of student and family resources, plus various scholarships, grants, aid, or loans. It is the student's responsibility to apply

through the University Financial Aid Office in advance if he/she anticipates a need for scholarships, grants, aid or loans so that funds are approved prior to the start of each semester. Late fees are charged on the student's entire account balance.

Grace University will not impose any penalty on any student because of the student's inability to meet his or her financial obligations to the school as a result of the delayed disbursement of Title IV loan proceeds due to compliance with statutory and regulatory requirements applicable to the Title IV programs or delays attributable to the university.

A student not fulfilling their financial obligation may be denied continuation at the University and may not receive a transcript, degree, diploma or participate in graduation exercises.

All University fees, policies, and programs are subject to change. Notice of any change will be communicated through normal campus communication systems. Fees are established on a yearly basis; in the unlikely event of a fee change during the academic year, registered students will be notified in writing prior to the implementation of any rate change.

Institutional charges are tuition, fees, housing, dining, and other charges assessed the student by the institution. Non-institutional costs may include, but are not limited to books, supplies, and transportation.

If a recipient of Title IV assistance withdraws during a period of enrollment in which the recipient began attendance, Grace University must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. If the day the student withdrew occurs on or before the student completed 60 percent of the period of enrollment for which the assistance was awarded, the amount of aid earned by the recipient is calculated by determining the percentage of the enrollment period completed multiplied by the total amount of Title IV aid that was dispersed (and that could have been disbursed) for the period of enrollment as of the day the student withdrew. If the day the student withdrew occurs after the student has completed 60 percent of the period of enrollment, the recipient has earned 100 percent. The percentage and amount not earned is the complement of the percentage of Title IV aid earned multiplied by the total amount of Title IV aid that was disbursed (and that could have been disbursed) to the student, or on the student's behalf, for the period of enrollment, as of the day the student withdrew.

The University will refund all Title IV Student Financial Aid (SFA) credit balances within 14 calendar days of the start of the semester or within 14 calendar days of the occurrence of the credit balance, whichever date is later. The University will refund any credit balance requested by the student within 14 calendar days after the student's request. Full withdrawals of full-time traditional undergraduate students are subject to an administrative fee of \$100.

Credit balances of less than or equal to \$1.00 on a student account at Fiscal Year End will not be refunded. They will be cleared from the student account and receipted into Grace University's General checking account. For more details or a copy of the federal refund policies, contact the Financial Aid Office.

FULL TIME / HALF TIME STATUS

For financial aid purposes, students registered for six or more hours in the College of Graduate Studies are considered to be full-time. Students registered for three to five hours are considered half-time.

PAYMENT PLAN

The University offers a Tuition Payment Plan for the 'out of pocket' portion of the student's bill. The Plan is administered by an outside firm, Tuition Management Systems, Inc. (TMS), Warwick, RI. Every registered student and his/her family will be contacted directly by TMS and offered a Tuition Payment Plan. Students and their families are encouraged to take advantage of this opportunity.

GRADUATE SCHOLARSHIPS AND GRANTS

Grace University offers limited scholarships and grants for graduate study. Detailed information regarding financial aid is available from the University Financial Aid Office at (402) 449-2810. Scholarships and grant applications must be filed with the Financial Aid Office by March 1ST for the following fall semester. Applications received after March 1ST are considered on a first-come basis. Grants and scholarships are subject to funds allocated. Applicants must meet the general admissions requirements established for a student's graduate program. The amount of financial aid granted is determined by the Financial Aid Office within guidelines established by the University Scholarship and Financial Aid Committee. Decisions of the committee are final.

Clinical Mental Health Counseling (CMHC) Program Specifics

GRACE UNIVERSITY MISSION STATEMENT

Grace University exists to develop servant leaders for the home, the church, and the world through excellence in biblically-integrated education and through life change in a personal, discipling environment, all for the glory of God.

UNIVERSITY MOTTO

“Life – Preparation”

VISION STATEMENT

Training mental health professionals to provide healing and restoration to members of the local and world community, through the application of Biblical principles and professional excellence.

PURPOSE OF THE PROGRAM

The Master of Arts in Clinical Mental Health Counseling (CMHC) is a 64 credit hour degree program. The program is designed for those interested in pursuing the State of Nebraska’s licensure standards for PLMHP, LMHP, LIMHP, and LPC. While the program specifically focuses on the regulations of the State of Nebraska it is also possible to meet other states’ standards for similar licensure. It is the student’s responsibility to determine if the CMHC program meets the licensure requirements in any selected state. This degree enables the graduate to work in a variety of settings where they can apply the training as a mental health professional to help people gain healing and wholeness.

UNITY OF SPIRIT

Students, faculty, and staff must always keep in mind that there is unity in Christ, those associated with the Clinical Mental Health Counseling Program represent many denominations and traditions. There also needs to be an understanding and respect for one another’s heritage and beliefs, while maintaining a focus on common ground rather than differences, always adhering to the University’s Doctrinal Statement and the spirit of its application to our lives. Students of many denominations, styles of prayer, and traditions are welcome and included at Grace University.

DISTINCTIVES

The CMHCP prepares graduates from a Christian worldview, while adhering to the highest standards of the counseling profession. Our professional program prepares graduates in a distinctly Christian manner while meeting accreditation, certification, and educational requirements for licensure. This program is designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the problems of human living. A strong emphasis is placed on the restoration of relationships: individual to God, individual to individual, individual to self, restoration within the family, and the church and the community. It is our goal that individuals who graduate from our programs will be exemplary reflecting the character of Christ within their personal and professional lives. Each course within the CMHCP has specific Integration Objectives.

LEADERSHIP

The Clinical Mental Health Counseling Program (CMHCP) is focused on preparing students to be highly qualified counselors with a consistent commitment to excellence. Leadership takes several forms. In coursework as well as advising, the goal of the CMHCP is to produce counselors who are and will become Christian leaders throughout the world. Leadership can also be diverse. For example, one can lead another into health and well being or direct a national organization that makes significant contributions to the field of counseling. Serving God where one is called is of primary importance, as is being able to discern God's guidance and leading in that calling. Many courses within the CMHCP have specific Leadership Objectives.

PROFESSIONALISM

Professionalism is a major focus of the CMHCP. As the program and student matures and develops, graduates are recognized as having attained excellence as they enter their profession. However, the program seeks to move beyond the status quo. There will always be an effort to be on the leading edge in the field and to be more than comparable to other programs (to be a leader in the Counseling Field). To that end, the program adheres to both National and The State of Nebraska recognized standards for the profession in its coursework. This is to help ensure that graduates will be able to meet requirements for licensure as Professional Counselors. Program and course changes are always made with a view toward professional standards. Each year the Counseling Program asks all students to evaluate the Program as part of its efforts to keep the Program responsive to changing needs in the field. Students are welcome to review the data by checking with the Director of Institutional Research. As Christian professionals, there are two major standards to uphold, the Program's Biblical beliefs and its professional excellence. While most students subscribe to the concept of "integration," in the field of Christian counseling, "integration" has several definitions. Our program defines "integration" as faculty facilitating an internal and external dialogue aimed at understanding how one's theological view impacts and intertwines with our counseling view of mankind's journey. Those concepts are still being explored and students are encouraged to be partners with faculty in further defining of what integration means to the program and to the profession. To assist with this, the faculty has prepared a list of suggested readings relevant to the formation of a Christian worldview and the use of Biblical and theological resources (See Appendix A—Integration Resources). Additionally, the CMHCP has called an Integration Team consisting of program faculty, various other faculty, and a select group of student volunteers who meet each semester to discuss integration issues.

CHRISTIAN COMMITMENT

The Counseling program is first and foremost a group of people who have a deep commitment to serve Jesus Christ in every aspect of their lives. This requires an unrelenting adherence to the two primary commandments laid down by Christ in Matthew 22: 37-39:

1st Love the Lord your God with your whole heart and with your whole soul and with your whole mind
2nd Love your neighbor as yourself

The primary goal for the Counseling Program is to promote these two commandments, for within these words hinge all the successes which might be obtained in God's service. The Program has committed itself to these commandments; as a result, each day encourages growth toward becoming one body dedicated to achieving a unity of spirit that will allow the Program to discern God's direction for the use of His gifts in your life. 1 Corinthians 27-30 describes the result of that unity in the Body of Christ which is earnestly sought: "Now you are the body of Christ, and each one of you is a part of it. And God has placed in the church first of all apostles, second prophets, third teachers, then miracles, then gifts of healing, of helping, of guidance, and of different kinds of tongues. Are all apostles? Are all prophets? Are all teachers? Do all work miracles? Do all have gifts of healing? Do all speak in tongues? Do all interpret? Now eagerly desire the greater gifts.

GRADUATE ASSISTANTSHIPS

A limited number of Graduate Assistantships are available for qualified students enrolled in a graduate degree program at Grace University. Depending upon the needs of the departments, Assistantships offer assignments in teaching assistance, research, laboratory supervision, student services, or a combination of such pursuits. Interested students should direct inquiries to the Program Chair about the availability of Assistantships and how to apply.

DISCLAIMER

Courses that are offered through the CMHCP, as well as any accompanying materials and instruction, are intended for educational purposes. They are neither designed to give legal advice nor take the place of appropriate legal, professional, or medical consultation. As laws vary from state to state and from country/province to country/province, students are advised to discuss any specific question(s) with the proper authority(ies). The purpose of this program and instruction is to equip students with the educational and experiential tools to understand the needs of hurting people and to be able to provide leadership in the discipline of counseling. Completion of this degree program, in part or in whole, will not qualify an individual to function as a certified or licensed professional counselor or therapist. Students are advised to check with the specific regulatory or legal requirements that may presently exist in their state, province or country.

STATEMENT REGARDING THE NATURE OF COUNSELOR EDUCATION AND TRAINING

As students enter their course of study in the CMHCP, many find that the journey is one that can offer exciting and meaningful opportunities for personal and professional growth, for increased insight, and for the ability to make a positive difference in the lives of other people. Nevertheless, students should also be cognizant that the material covered in any particular course, various experiential exercises, assignments, and/or field based experiences, may bring them into a heightened awareness of past and/or present emotionally charged issues. This dynamic may occasionally produce strong, negative, and even potentially overwhelming responses. If an instructor or staff member (in conjunction with the student's Advisor) observes evidence of this nature at any time, they will bring it to the student's attention for immediate discussion and consultation. Students are also encouraged to make faculty and staff members aware of strong personal reactions that are related to course materials, assignments, and experiences. Students may be advised in one of several directions:

- to enter therapy while remaining in the program and report back to their Advisor or Program Chair (As a general rule in the CMHCP, students may meet with faculty for a maximum of 3 times to assess and triage a situation; after that, the student needing additional therapeutic assistance must find an outside counselor.);
- to take a leave of absence from the program, with conditions specified by the CMHCP; or
- to withdraw from the CMHCP itself.

The desired end result is that all pertinent issues are sufficiently addressed and/or resolved and it is determined that the student is appropriate to continue in a program of study that will result in working with people in a capacity as a mental health care provider. Final determinations will be at the sole discretion of CMHCP personnel and will be made with the utmost care and with the student's best interests in mind. Students always have the right to appeal a decision under the Admissions Policy and Procedures Guidelines.

DEGREE PROGRAM

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Students are encouraged to adjust their master's degree plan to maximize their unique gifts and individual interests. There are three tracks, LADC, Marriage and Family, and Member Care in addition to open electives. Students may select any electives desired, thus students may take one or more electives from any track or the open electives. Because of differing licensure requirements from state to state and within other countries/providences, students should determine from their initial course of study which electives they will pursue.

- **LADC TRACK:** Designed for students interested in primarily working as a drug and alcohol counselor. Coursework may lead to licensure as an Alcohol and Drug Counselor. Students are required to determine licensure rules for each state and insure they have met all licensure requirements.
- **MARRIAGE AND FAMILY TRACK:** Designed for students interested in primarily working with family systems. Coursework may meet **partial** requirements for licensure as a Marriage and Family Therapist.
- **MEMBERCARE TRACK:** Designed for students interested in primarily working with mission organizations domestically and globally.

64 HOURS CLINICAL MENTAL HEALTH COUNSELING PROGRAM

This Program provides the academic and applied training necessary for someone seeking employment as a Counselor in a private practice setting (depending on state requirements), community agencies, church counseling centers, or mission organizations. For students interested and academically qualified, it can be structured for predoctoral studies. Students in the CMHC Program will meet The State of Nebraska's academic requirements for licensure of 60 semester hours. For more details students may visit <http://www.hhs.state.ne.us/crl/mhcs/mental/LMHPrequire.htm>. Students will also take 4 semester hours of Theology/Biblical Studies coursework.

64HOURS CURRICULUM

“Full time” for purposes of the CMHC course sequence, is defined as 6 hours per semester. The faculty is committed to include issues of diversity and multiculturalism (including ethnic, cultural, class, gender, and disability) and ethics throughout the curriculum. The program will address these issues specifically in the multicultural course, but these issues are intentionally integrated into all other courses. The course progression and clinical training were designed to reflect the 2009 Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is recognized that in some cases, a student may face an unplanned emergency of some type and may have to drop out of portions of the course progression. At the discretion of the Program Coordinator and Program Director, appropriate adjustments may be made to receive a grade of Incomplete and/or allow the student to take a leave of absence from the program, or take a reduced load of courses. Normally the student should make every effort to return to a fulltime status within a year.

PROGRAM CHECKLIST

**Grace University
College of Graduate Studies**



Counseling

Master of Arts in Clinical Mental Health Counseling

Total Program Credits 64

Hours Needed: _____ Transfer Hours: _____

Theology Courses (4 Hours)

Theology Integration Courses		
Course #	Course Description	Cr. Hr.
___ BS 503	Hermeneutics	2
___ TS 502	Introduction to Theological Studies	2
Total Credits		4

Counseling Courses (60 Credit Hours)

Core "1" Courses (Required to Register for CS 690 Practicum)		
Course #	Course Description	Cr. Hr.
___ CS 604	Integration Issues in Counseling *	3
___ CS 605	Helping Relationships	3
___ CS 607	Professional Orientation and Ethics	3
___ CS 608	Counseling Theories	3
___ CS 609	Psychopathology and Diagnosis	3
Total Credits		15

Core "2" Courses		
Course #	Course Description	Cr. Hr.
___ CS 612	Addictions Counseling	3
___ CS 618	Marriage and Family	3
___ CS 622	Research and Program Evaluation	3
___ CS 626	Counseling, Prevention, & Intervention	3
___ CS 641	Human Growth & Development	3
___ CS 644	Social & Cultural Diversity	3
___ CS 645	Group Counseling	3
___ CS 651	Assessment & Appraisal	3
___ CS 658	Career Development	3
Total Credits		27

Clinical Courses (9 Credit Hours)		
Course #	Course Description	Cr. Hr.
___ CS 690	Practicum	3
___ CS 691	Internship 1	3
___ CS 692	Internship 2	3
Total Credits		9

Elective Courses (May Select any Combination of Courses)		
LADC Track		
Course #	Course Description	Cr. Hr.
___ CS 681	Alcohol/Drug Assessment & Case Plng	3
___ CS 682	Medical & Psychosocial Alcohol/Drug	3
___ CS 683	Clinical Treatment Issues in Chem Dep	3
Member Care Track		
Course #	Course Description	Cr. Hr.
___ CS 675	Cross Cultural Counseling	3
___ CS 674	Counseling International Workers	3
___ CS 676	Counseling Field Experience	3 - 6
Family Track		
Course #	Course Description	Cr. Hr.
___ CS 677	Advanced Marriage and Family	3
___ CS 670	Counseling Children and Adolescents	3
___ CS 678	Forgiveness and Reconciliation	3
Open Electives		
Course #	Course Description	Cr. Hr.
___ CS 679	Counseling Business Practices	2
___ CS 663	Mindfulness and Relaxation Techniques	2
___ CS 661	Criminal Behavior & the Court System	1
___ CS 665	Psychopharmacology	1
___ CS 667	Eating Disorders	1
___ CS 664	Suicide Prevention Education	1
___ CS 699	Select Seminars	1 - 3
Total Credits from any of the Above		9

* May be taken concurrently with CS 690 Practicum

Total Program Credits Required 64

CLINICAL MENTAL HEALTH COUNSELING COURSE DESCRIPTIONS

Course #	Course Description	Cr. Hr.
CS 604	Integration Issues in Counseling	3
	This course will provide the student with a beginning framework as to the role and practice of theological and spiritual integration from a Christian perspective in the field of counseling. Issues such as the role of evil, prayer, sin, and the definition of "Christian counseling" will be addressed. Additional focus will be on the multicultural application of counseling from a Christian perspective.	
CS 605	Helping Relationships	3
	This course is designed to introduce the student to the interpersonal and counseling skills involved in effective helping. The class will cover basic counseling theory and the process of therapeutic interpersonal communication. Emphasis will be given to practice and acquisition of basic counseling skills. Integration of psychological and biblical principles will be examined throughout the course. This course will provide an understanding of philosophic bases of helping processes, counseling theories and their applications, helping skills, consultation theories and applications, helper self-understanding and self-development, and facilitation of client or consultee change.	
CS 607	Professional Orientation and Ethics	3
	An overview of the field and ethics of professional counseling. Emphasis is given to professional ethics, licensure, and practice issues. Studies that provide an understanding of professional roles and functions, boundaries, peer review, standards for record keeping, confidentiality, informed consent, duty to warn, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing.	
CS 608	Counseling Theories	3
	This course will provide the student with an overview of basic theories, principles, and techniques of counseling and their application to professional counseling settings. The primary focus of this class will be on acquiring a basic mastery of the counseling process by utilization of diagnosis, treatment planning, and application of a brief therapy model to case studies. This course will provide an understanding of the diagnostics, assessment, and treatment of psychopathology as detailed in the current Diagnostic Statistical Manual of Mental Disorders. This course will cover therapeutic techniques and strategies for human behavioral intervention, which includes major contributions of the biological, behavioral, cognitive, and social sciences relevant to understanding assessment and treatment of the person and his/her environment with emphases on the social systems framework, personality theories and individual development through the life cycle, and their application.	
CS 609	Psychopathology and Diagnosis	3
	This course is designed to introduce the student to the various classifications of abnormal behavior encountered in a counseling context. Special focus will be given to diagnosing disorders according to the most current edition of the Diagnostic and Statistical Manual (<i>DSM</i>). Integration issues such as the role of sin, evil, and the perception of mental illness within the Christian community will also be addressed.	
CS 612	Addictions Counseling	3
	This course will provide all CMHC students with a basic understanding of the nature of addictions. Topics covered include: an understanding of the history and trends in addictions, the major addictions models, ethics, and roles of an addictions counselor and the potential need for additional training, networking, and referral sources. (Students interested in obtaining their license in this area such consider the electives CS 681, 682 and 683).	
CS 618	Marriage and Family	3
	This course is designed to give students an understanding of the major systemic theories/models (with a focus on systems theory), the diversity of approaches to marital and family counseling, and the ethics and skills pertinent to engage in counseling with premarital couples, couples, families, and marital dissolution. The focus is on didactic learning, applied practices evolving from each theoretical orientation, diagnosis and treatment, the understanding of interpersonal competencies, and learning how to apply consistent implementation of an individualized counseling style as applied to couples and families. Expansion of counseling knowledge, skills, and strategies based upon the	

special needs and characteristics of diverse client populations will also be emphasized. *This course has a required additional fee.

CS 622 Research and Program Evaluation 3
This course will provide students with a review of statistics, program evaluation and research methods and practices. Students will gain an understanding of research methods, statistical analysis, needs assessment, and program evaluation. The student will learn to critically evaluate research methodologies, engage in studies that provide an understanding of types of research, basic statistics, research report development, research implementation, program evaluation, needs assessment, ethical and legal considerations, and the need for an understanding of and practice of social and cultural diversity in research and program evaluation practices. *This course has an additional required fee.

CS 626 Counseling, Prevention, & Intervention 3
The student will learn the principles of the counseling profession and clinical mental health, as well as the operation of programs and networks that promote mental health in a multicultural society. This course will provide an overview of the principles of crisis intervention for helping people during crises, disasters, and other trauma-causing events. The student will also learn to recognize his/her own limitations as a clinical mental health counselor and the importance of self-care in the profession.

CS 641 Human Growth & Development 3
This course will examine major theories of human development while discussing and critiquing them in terms of application to educational and counseling practice. Special attention will be given to multi-cultural issues and spiritual implications and influences of these issues to the understanding of human development. The purpose of this course is to provide you with specific information about developmental issues faced at different stages of life and ways in which you can help clients overcome these obstacles. Course content includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on biopsychosocial approaches. Also included are such areas as human behavior (normal and abnormal), personality theory and learning theory, and the integration of the psychological, sociological and biological approaches within the life cycle.

CS 644 Social & Cultural Diversity 3
This course will help students to identify and understand multicultural and pluralistic trends in counseling, including characteristics and concerns within and among diverse groups nationally and internally. The student will explore his/her own attitudes, beliefs, and understandings of self and culturally diverse clients through specific experiential learning activities. In addition, the student will also examine theories of multicultural counseling, identity development and social justice, along with strategies for working with and advocating for diverse populations, including multicultural competencies. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination will be discussed.

CS 645 Group Counseling 3
This course provides an overview of the principles of group theory, dynamics and process as applied to various therapeutic group settings and problems. Techniques and selection processes involved in group counseling with various age groups and populations will be emphasized. Studies that provide both theoretical and experiential understanding of group purpose, types of groups, development, methods, dynamics, counseling theories, group counseling methods, facilitative skills, descriptions of group practices, and other group approaches. Included in the course are a supervised group practice and 10 hours of group experience by a licensed professional.

CS 651 Assessment & Appraisal 3
This course serves as an introductory course to the principles of psychological assessment, testing and evaluation. The focus will be on both psychometric theory and the usage of prominent psychological and counseling testing instruments. By the end of the course, each student will have a firm foundation from which to begin developing skills as an assessor. Focus will be on providing students with a firm grasp on the administration and interpretation of assessments typically utilized in a counseling setting for evaluation, diagnosis, and treatment of mental health problems. It is important to note that this course only serves as an introduction to testing procedures and

psychological evaluations that are usually reserved for licensed professionals. Further courses and skills training may be needed for the student interested in developing this as a specialty area. Refer to your local licensure laws to determine qualifications when administering or interpreting psychological and/or counseling assessments.

*Prerequisite CS 607 Professional Orientation and Ethics & CS 609 Psychopathology and Diagnosis

- | | | |
|--------|--------------------|---|
| CS 658 | Career Development | 3 |
|--------|--------------------|---|
- This course is designed to accentuate the understanding of the current knowledge in career development theories, related life factors, and decision-making models with a practical application of these theories, and gain knowledge necessary to choose appropriate assessment instruments that are applicable to decision making and career planning. This course will provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision making; and career development program planning, resources and evaluation. Content will include areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision making processes and career exploration techniques.
- | | | |
|--------|-----------|---|
| CS 690 | Practicum | 3 |
|--------|-----------|---|
- The student will be introduced to field work within the mental health industry by way of orientation, observation, and a minimum of 40 documented clock hours of clinical experience with supervision. Students will engage in clinical mental health activities including but not limited to the following: individual counseling, group counseling, peer consultation, documentation of sessions using the SOAP note format (or another approved method), development of treatment plans, intake interviews, documentation of informed consent, and proper methods of office practices including filing. * Prerequisite: CS 601, CS 605, CS 607, CS 608, CS 609.
- | | | |
|--------|--------------|---|
| CS 691 | Internship 1 | 3 |
|--------|--------------|---|
- The student will work in a mental health setting gaining practical experience working with a variety of clients and mental health problems. A minimum of 140 documented clock hours of clinical experience with individual and/or group supervision is required. A site is selected by the student and is approved of by both the cooperating agency and the Director of Clinical Training. Students will engage in clinical mental health activities including but not limited to the following: individual counseling, group counseling, peer consultation, documentation of sessions using the SOAP note format (or another approved method), development of treatment plans, intake interviews, documentation of informed consent, and proper methods of office practices including filing. * Prerequisite: CS 690.
- | | | |
|--------|--------------|---|
| CS 692 | Internship 2 | 3 |
|--------|--------------|---|
- Focus is given to further development of diagnosis, treatment planning, and counseling skills in mental health settings under individual and group supervision. A minimum of 140 documented clock hours of supervised clinical experience is required. An internship site is selected by the student and is approved by the cooperating, authorized agency and by the supervising professor. Students will engage in clinical mental health activities including but not limited to the following: individual counseling, group counseling, peer consultation, documentation of sessions using the SOAP note format (or another approved method), development of treatment plans, intake interviews, documentation of informed consent, and proper methods of office practices including filing. * Prerequisite: CS 691.
- | | | |
|--------|-------------------------|---|
| CS 693 | Internship Continuation | 3 |
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- Internship Continuation is an extension of CS 692 Internship II for students who fail to meet the required allotment of hours. Students will complete the 320 total hours required from Practicum through Internship II and will register for Internship Continuation until all hours are documented and completed. * Prerequisite: CS 692.
- | | | |
|--------|-------------------------------------|---|
| CS 681 | Alcohol/Drug Assessment & Case Plng | 3 |
|--------|-------------------------------------|---|
- This course will cover the process of collecting relevant data about clients/client systems and their environment, and evaluating the data for making decisions regarding alcohol/drug disorder diagnosis, treatment and/or referral. Identifying and prioritizing client treatment goals and collaboration and coordination with other services, agencies and resources to achieve those goals will be included. The student will also practice assessing and managing cases, including the development of sample case records, using the client's written record to guide and monitor services with emphasis on the development of the social history and intake, initial assessment, individual treatment plan with

measurable goals and objectives, and documentation of progress and ongoing assessment.

- CS 682 Medical & Psychosocial Alcohol/Drug 3
This course will include the study of the physiological and sociological aspects of alcohol/drug use, abuse and dependence. The classification and basic pharmacology of drugs, basic physiology and the effects of drug use on the systems of the body, and alcohol and drug tolerance will be addressed. The course will also include etiological, behavioral, cultural and demographic aspects and belief systems about alcohol/drug use along with the processes of dependence and addiction including signs, symptoms and behavior patterns.
- CS 683 Clinical Treatment Issues in Chem Dep 3
This course will include the study of treatment issues specific to alcohol/drug disorders, including dual diagnosis and the impact of physical and mental health disorders on treatment, historical and generation influences, the family disease concept and 12-step philosophies. Also covered are special populations and how they affect the assessment of, response to and delivery of alcohol and drug treatment.
- CS 675 Cross Cultural Counseling 3
This course will help students develop an understanding of the role of mental health counseling in countries outside the U.S. The student will develop an understanding of the overview of international mental health and available programs as well as the need to adapt mental health models and interventions to be culturally appropriate. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups internationally will also be addressed.
- CS 674 Counseling International Workers 3
This course will address personal and organizational issues often encountered by those in cross cultural work outside the U.S. such as: personnel selection and screening, family issues, marriage and singleness, team relationships, stress, burnout, crisis and trauma. Understanding the impact of crises, disasters, and other trauma-causing events on people living internationally will also be addressed.
- CS 676 Counseling Field Experience 3 - 6
This course will be taught based on faculty availability and experience, and may only be taken with Instructor approval. Students will have the opportunity to travel and work alongside faculty in a setting outside the U.S. to assist faculty in the delivery of mental health services in a cross-cultural context, and to gain a first hand understanding of the unique needs of living and working in another culture. * Prerequisites: CS 674 or 675 or 690.
- CS 677 Advanced Marriage and Family 3
This course will focus on further development of the skills and theories learned in CS 618. The course will also identify and address some of the more difficult and complex situations sometimes encountered in marital and family therapy, including abuse and child custody disputes. This course has an additional course fee that may be applied in the syllabus. * Prerequisite: CS 605, 618
- CS 670 Counseling Children and Adolescents 3
Students will learn the most common diagnostic issues with children and Adolescents and the theories and techniques most often used in counseling with these age groups.
- CS 678 Forgiveness and Reconciliation 3
TBD
- CS 679 Counseling Business Practices 2
A review counseling business practices, counseling ethics related to business practices, skills needed to organize and plan important elements, self-care, marketing and public awareness, and biblically based leadership skills relevant to establishing and operating a professional counseling related business.

- CS 663 Mindfulness & Relaxation Techniques 2
 This course teaches students about the practice of cultivating non-judgmental awareness in day-to-day life. Students will learn the application of mindfulness techniques for personal and clinical applications. This course teaches participants life-long tools to help maximize life, even in the midst of stress, pain and illness. The practice consists of paying close attention to the mind and body and recognizing any underlying habitual patterns of separation, isolation and lack of self-esteem which may manifest itself in physical sensations, emotions and thoughts. Additionally, participants learn the skills to cultivate deeper levels of insight and compassion and to take more responsibility for their health and well being. This course gives participants the skills to become more active in the management of their own health which, in itself, may help to reduce physical and mental stress as a contributing factor in disease.
- CS 661 Criminal Behavior & the Court System 1
 This course focuses upon the relationship between the legal system and the counseling profession; more specifically the mental health system, mental illness, and criminal conduct, with a more specific historical and procedural examination of the practice of counseling in the judicial forum. Substantive issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of providing legal testimony will be discussed.
- CS 665 Psychopharmacology 1
 An introduction to medication commonly utilized in mental health and hospital practice settings. The student will learn to identify when referral for medication is appropriate, the potential impact and side-effects of medication, best practices for developing a collaborative relationship with prescribing physicians, and future directions in medication management.
- CS 667 Eating Disorders 1
 This course will review Eating Disorders their etiology, ramifications and treatment. Students will learn to identify Eating Disorder behavior and attitudes, and treatment options. There will be a discussion on the prevalence of Eating Disorders through out history and the current trends in Western and non-Westernized societies. Different theoretical approaches to Eating Disorder etiology and treatment will also be discussed. There will be a review of how media influences these trends; difference between male and female Eating Disorders; specific ages or developmental stages at risk; morbidity and mortality; physical ramifications; and, possible prevention for those at most at risk. Closing the class with reviewing how the most successful treatment facility in the United States approaches Eating Disorder treatment from a Judeo Christian perspective.
- CS 664 Suicide Prevention Education 1
 The focus of this course is to give students a foundational understanding of suicidal behaviors and interventions in a helping/counseling context. Principles of crisis intervention and suicide prevention will also be addressed. This course is not intended to provide students with all the necessary information and skills to intervene with suicidal clients/people; rather is an introductory overview. Students should seek supervision if placed in situations where they are dealing with suicidal clients/people.
- CS 654 Program Development and Evaluation 2
 Students will examine the underlying principles of program development, program evaluation, and consulting activities in the counseling field with a significant focus on methodology relevant to the practice of counselor education and supervision and integration. This course will prepare students to assume roles in development of organizations such as mental health facilities, government operated institutions, private agencies, churches, and faith based organizations to critically evaluate outcomes related to programmatic interventions. Students will learn foundational knowledge regarding program evaluation, program development, and consulting in the counseling profession.
- CS 699 Select Seminars 1 - 3
 A special area of investigation not typically offered in the CMHC program based on student input or special opportunities. Topics are varied and based on specialties of the faculty selected to administer the course.

A special area of investigation is selected with the guidance and supervision of the Department Chair and the instructor who directs the study. Students are expected to collect, analyze and present the findings of their research in a scholarly way. Regular written reports, a complete bibliography, and a critical paper are required. Attendance at regular seminars may also be required. Students may accumulate no more than a total of 6 units of Directed Studies during their program.

COURSE PROGRESSION 2011-2012 ACADEMIC YEAR ONLY

Grace University
College of Graduate Studies
 Master of Arts in Clinical Mental Health Counseling

3 Year Rotation Schedule Fall Start

Year 1			
<u>Fall Semester</u>			<u>Spring Semester</u>
CS 605	Helping Relationships	3	CS 608 Counseling Theories
CS 607	Professional Orientation and Ethics	3	CS 644 Social & Cultural Diversity
CS 609	Psychopathology & Diagnosis	3	CS 618 Marriage and Family
			Elective
		Total 9	Total 12
<u>Summer Semester</u>			
CS 658	Career Development and Appraisal	3	
	Optional Elective	1 - 3	
Year 2			
<u>Fall Semester</u>			<u>Spring Semester</u>
CS 641	Human Growth and Development	3	CS 690 Practicum
CS 622	Research and Program Evaluation	3	CS 604 Integration Issues in Cnslng
CS 645	Group Counseling	3	CS 651 Assessment & Appraisal
	Elective	3	Elective
		Total 12	Total 12
<u>Summer Semester</u>			
	Optional Elective	1 - 3	
Year 3			
<u>Fall Semester</u>			<u>Spring Semester</u>
CS 691	Internship 1	3	CS 692 Internship 2
CS 626	Counseling, Prevent., & Intervention	3	CS 612 Addictions Counseling
TS 502	Intro to Theological Studies	2	BS 503 Hermeneutics
		8	Total 8

Grace University
College of Graduate Studies
 Master of Arts in Clinical Mental Health Counseling
3 Year Rotation Schedule Spring Start

Year 1			
<u>Spring Semester</u>			
	CS 605	Helping Relationships	3
	CS 604	Integration Issues in Counseling	3
	CS 618	Marriage and Family	3
		Total	9
<u>Summer Semester</u>			
CS 658	Career Development and Appraisal	3	
	Total	3	
Year 2			
<u>Fall Semester</u>		<u>Spring Semester</u>	
CS 607	Professional Orientation and Ethics	3	CS 612 Addictions 3
CS 622	Research and Program Evaluation	3	CS 644 Social & Cultural Diversity 3
CS	Elective	3	CS 608 Counseling Theories 3
	Total	9	CS Elective 3
			Total 12
<u>Summer Semester</u>			
CS	Elective	1 - 3	
	Total	3	
Year 3			
<u>Fall Semester</u>		<u>Spring Semester</u>	
CS 641	Human Growth and Development	3	CS 690 Practicum 3
CS 626	Counseling, Prevent., & Intervention	3	CS 651 Assessment & Appraisal 3
CS	Elective	3	BS 503 Hermeneutics 2
CS 609	Psychopathology & Diagnosis	3	
	Total	12	Total 8
<u>Summer Semester</u>			
CS 691	Internship 1	3	
CS	Elective	1	
Year 4			
<u>Fall Semester</u>			
CS 692	Internship 2	3	
CS 645	Group Counseling	3	
TS 502	Intro to Theological Studies	2	
	Total	8	

PROGRAM FORMAT

The CMHC is offered in a traditional and hybrid mixed format. Courses may have e-learning components as noted in the course syllabus. The University uses Its Learning as its e-learning platform.

INTEGRATION OF FAITH AND LEARNING

The M.A. in CMHC at Grace University trains students to be both competent counseling professionals and reflective, ethical Christian professionals. Although students are not required to embrace a particular style of worship, students should be aware that the CMHC is based on a broad commitment to the JudeoChristian faith tradition. Many of the graduates work in practice contexts where clients of similar faith traditions deliberately seek them out. Consequently, the CMHC is designed to provide students with specialized expertise in working with Christian clients in an ethical manner. This does not mean that the values or faith tradition of Christianity are imposed upon clients. Students are trained to respond ethically to client diversity in a variety of forms, including varying client religiousness. Yet a primary goal of the training program is to facilitate ‘worldview integrity’ in its Christian counseling trainees. This is accomplished by the inclusion of integration objectives in each course. Additionally, CMHC students can select additional electives beyond the 64 Credit Hour requirement that includes instruction in Theology and Biblical studies from the Christian Ministries Degree.

DEGREE REQUIREMENTS

PROGRAM BENCHMARKS

There are several courses in the counseling curriculum with benchmark assignments or benchmark projects. Benchmarks are implemented to assess a student’s knowledge and skills in specific areas. Students must pass all benchmarks in order to receive a degree. The syllabi for benchmark courses will list specific requirements. Failure to pass a benchmark will result in failure and cause the student to need to repeat the course regardless of grade average. Failure of benchmark assignments or projects for a second time may result in dismissal from the program.

Benchmark #1 Basic Attending Skills

Course: CS 605 – Helping Relationships

Knowledge Base: Attending and facilitation skills.

Procedure: Evaluation of videotape using a competency based checklist.

Remediation: One makeup tape allowed. If unsatisfactory, both tapes will be viewed by additional faculty members. If this makeup tape is unsatisfactory, student receives F (Failing) grade for Helping Relationships and must repeat the course. Remediation will not count towards the class grade and will only assist in passing the required Benchmark.

Benchmark #2 Ethical Case Presentation

Course: CS 607 – Professional Orientation and Ethics

Knowledge Base: Dynamic understanding and assessment of presenting ethical case, ability to utilize Ethical Case Model, use of ACA Code of Ethics: ability to respond appropriately to questions and answers from peer groups and professor regarding development and resolution of ethical case.

Procedure: Evaluation of a student made ethical case, presentation of the ethical case, and discussion of the results and ethical thinking process.

Remediation: One remake presentation allowed. If unsatisfactory, the original and reformulated cases will be reviewed by additional faculty members. If this makeup tape is unsatisfactory, student receives an F (Failing) grade for Professional Orientation and Ethics and must repeat the course. Remediation will not count towards the class grade and will only assist in passing the required Benchmark.

Benchmark #3: Psychopathology Diagnostic Skills

Course: CS 609 – Psychopathology & Diagnosis

Knowledge Base: DSM IV-TR and abnormal psychology.

Procedure: Administration of a video examination in which student responds to case study data and formulates diagnostic information.

Remediation: One readministration. If failed, student must take a one credit remedial course, which may be taken concurrently with CS 690 Practicum provided a passing grade was earned for CS 609 Psychopathology & Diagnosis. If the one credit remedial course is failed, student must repeat CS 609 Psychopathology & Diagnosis.

Behchmark #4 Clinical Treatment Planning

Course: **CS 608 Counseling Theories**

Knowledge Base: DSM IVTR, abnormal psychology, treatment strategies, dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis, and remediation. Use of Theoretical Model informed change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and countertransference issues, and ability to confront challenges using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of video or audio or written or combination of media format case study with presentation in an approved format. Students will orally present their treatment plan with corresponding central features.

Remediation: One remake allowed to course faculty. If unsatisfactory, case will be presented to additional faculty members. If this makeup is unsatisfactory the student receives an F (Failing) grade for Counseling Theories and must repeat the course.

Behchmark #5 Integration

Course: **CS 605 Helping Relationships & CS 690 Practicum**

Knowledge Base: DSM IVTR, abnormal psychology, and Bible.

Procedure: Evaluation of a series on integration positional papers.

Remediation: Student will correct positional paper until satisfactory.

Benchmark #6 Case Conceptualization

Course: **CS 691 Internship I**

Knowledge Base: DSM IVTR, abnormal psychology, treatment strategies, dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis, and remediation. Use of Theoretical Model informed change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and countertransference issues, and ability to confront challenges using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of a case presentation in the approved format. Student will write up a current case study of a current client system, develop a case conceptualization of the system, a treatment plan, differential diagnosis, and treatment recommendations. Students will present their case study with corresponding central features in writing for a blind evaluation by program faculty.

Remediation: One remake allowed to program faculty. If unsatisfactory student, with their advisor, will develop a plan of action for addressing deficiencies for approval by the program faculty.

Benchmark #7 Case Conceptualization

Course: **CS 692 Internship II**

Knowledge Base: DSM IVTR, abnormal psychology, treatment strategies, dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis, and remediation. Use of Theoretical Model informed change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and countertransference issues, and ability to confront challenges using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of a case presentation in the approved format. Student will write up a current case study of a current client system, develop a case conceptualization of the system, a treatment plan, differential diagnosis, theory of integration, and treatment recommendations. Students will present their case study with corresponding central features in writing for a blind evaluation by program faculty.

Remediation: One remake allowed to program faculty. If unsatisfactory student, with their advisor, will develop a plan of action for addressing deficiencies for approval by the program faculty.

COURSE OFFERINGS BY SEMESTER

Course Offerings by Semester can be found on the Grace University Website:

http://www.graceuniversity.edu/academics/registrars_office.shtml

CMHC EXIT EXAM

All CMHC students will be required to take, prior to graduation, the Counselor Preparation Comprehensive Examination (CPCE). The cost for this exam is \$45.00. The cost of the first administration is covered by the department. It is administered spring and fall semesters, and can be taken at any point in the program once a student has completed 30 hours of coursework. All students will be required to pass this official Exit Exam before graduation. The cut off score is determined by national statistics and will be determined each semester. Those who fail to meet the cut off score will need to retest at their own expense. If a student fails the exam twice, they will work with their Advisor to establish a remediation plan. A typical remediation plan would require students to retake the course sections with low grades. A student's degree will not be cleared until a satisfactory remediation plan is completed and a passing score is obtained. This exit exam is beneficial in the following ways:

- assesses your knowledge of counseling information received while here at Grace University;
- gives you comparative strength/weakness feedback;
- helps faculty in adapting and developing curricula;
- comparison of our program's results to national data;
- preparation for licensure/NCC exam.

The exam covers the eight CACREP (Council for Accreditation of Counseling and Related Education Programs) common core areas as defined by their "Standards for Preparation: human growth; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; and professional orientation and ethics".

The CMHCP recommends students prepare for the exam. There are a number of study aids available for the CPCE; however, the CMHC faculty and staff do not recommend any specific study material or methods of study.

PERSONAL THERAPY AND/OR CONSULTATION

Beginning in the 2012-2013 year students in the CMHCP are required to receive a minimum of four (4) individual counseling sessions to explore and facilitate their readiness to function effectively in a counseling role prior to taking CS 690 Practicum. The four required sessions are part of the educational experience and may be provided by any therapist of the student's choice; however, students may request a list of preferred providers. Students will have to pay out of pocket for the counseling sessions. Students are not permitted to complete their required sessions in less than 30 days and are not allowed to participate in more than one session in any given week. This requirement has a twofold purpose: 1) it allows the student to personally experience the professional therapeutic process so that it can become a significant learning experience in professional development, and 2) allows the student to examine personal issues which ultimately may hinder professional effectiveness.

PERSONAL GROWTH GROUP

According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, "over the course of one academic term, students must meet for a minimum of 10 clock hours in a small group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group" (Section II, E). The experiential learning presents an opportunity for personal growth through a directed group experience as well as developing the ability to integrate concepts learned in CS 645 Group Counseling. Student participation can occur within the CS 645 Group Counseling class as an experience by a therapist provided by the CMHCP. Students wishing to opt out of the Group Counseling experience in CS 645 must complete their experiential requirement in another

community group. If a student chooses to participate in a group experience outside of the classroom, sessions must run in succession until the minimum requirement of 10 clock hours is met and the hours must be accumulated from the same group. Due to the potential for dual relationship issues, a student's Practicum/Internship or Employment site is not viewed as an appropriate source for the group experience. Participation in the group experience must be at the peer level and not where the student functions as the facilitator. Those students opting to complete the small group requirement in the community are responsible for locating, securing placement in, and funding such groups. Bible studies or church fellowship groups are not considered approved groups for this requirement. Finally, students electing to participate in outside groups must submit the Small Group Experience Verification Form (Appendix B) and gain approval for the group prior to the second week of CS 645 Group Counseling from the course faculty and their advisor.

PRACTICUM & INTERNSHIP

(Please note: the PRACTICUM & INTERNSHIP Section will be updated in Spring 2012)

PROCESS FOR BEGINNING A PRACTICUM OR INTERNSHIP

The Clinical Director organizes the Practicum and Internship process for counseling students. The Clinical Director reviews and develops relationship with Practicum and Internship sites, keeps current information about sites, and assists with Practicum and Internship placements as needed. All students must attend a MANDATORY orientation meeting prior to beginning both the Practicum and Internship process. More information will be given regarding these meetings during the semester. All Practicum and Internship paperwork must be completed before the Clinical Director will allow students to call to arrange Internship site interviews. Students must follow a stringent process to be approved for Internship Candidacy, at which point they will be approved to look for an Internship Site. This process will be explained in detail at the mandatory internship orientation meeting held twice a year. Once a student has secured a placement, he or she must send a signed contract to the Clinical Director, who will then approve the student, allowing him or her to register for Practicum/Internship.

CRIMINAL BACKGROUND CHECKS FOR FIELD EXPERIENCES

The CMHCP requires a Background Check for all students. This is a requirement for students to enroll in Practicum or Internship courses, and a student chooses to not participate, he or she will not be allowed to enroll in these courses. This background check will be conducted for you by a company (**HireRight**) with which Grace University has contracted to provide this service. In order for us to conduct this check, you will need to sign a release form, which is provided in the Practicum & Internship Handbook. Foreign students will be handled on a case by case basis and in these cases students must contact the CMHC Clinical Director. If there are areas of concern on your background check, a meeting will be set up with your Advisor and the Program Chair to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Disputing Grades. Areas of concern shall include but not limited to: felony convictions, especially those involving harm to others, theft or fraud convictions, patterns of misdemeanors other than moving traffic violations. All criminal background records will be retained by the CMHCP in confidential files. All such records will be destroyed after ten years, unless their retention is required by accreditation agencies or by law. Only the student, the, the Academic Dean, and Full-Time CMHC faculty will have the right to examine the contents of these confidential files, unless their disclosure is necessitated in the context of an appeal, their release is ordered by a court or other legal authority, or their release is otherwise authorized by the student.

PRACTICUM

Upon completion of Core 1 and registration for Practicum, students will begin working at the Grace University Counseling Center in addition to their ongoing skills training in the classroom. This site will provide an opportunity for both observation of mental health activities and participation in activities which are consistent with the level of training the student has. The student will work the Clinical Director or Faculty Supervisor in the development of the training experience. Students are required to complete a

minimum of 100 clock hours for Practicum. The 100 hours should be spread out over the majority of the semester. This includes 40 clock hours of direct service with clients, with a preferred combination of both individual and group experience. Students should spend a minimum of 4-6 hours on the site each week. Students will conduct one (1) off campus site client session taping during the semester for in class review/feedback. The focus will be on the student counselor. Be sure to obtain the client's consent. Students may count add 1.5 hours of each Practicum class they attend as "Group Faculty Supervision" to be included as indirect hours. The one hour of triadic faculty supervision each week should be counted as "Individual Faculty Supervision" and also be included as indirect hours. More specific information on counting hours and definitions of hours can be found in the Practicum Handbook. In the event that a student fails Practicum, the faculty will decide on a case-by-case basis if credit for the experience will be granted and/or if additional practicum hours must be obtained.

The Practicum & Internship Handbook and all required forms are available online at Its Learning in the CMHC Program Site. Students should pay particular attention to the section in the Practicum Handbook titled "Disciplinary and Professional Conduct Policy." Because each student's behavior is a reflection of the honor of our Lord and representative of Grace University, exemplary conduct and professionalism are anticipated. Appropriate dress and professional behavior are expected on the site. In accordance with national accreditation guidelines, regularly scheduled self assessments and reviews of the Practicum student by faculty and site supervisors are conducted throughout the semester. Practicum students will be expected to observe the guidelines, procedures, and schedules appropriate to the field site. When the Practicum student is assigned to a field site, he or she will agree to comply with the expectations of the site supervisor and the agency or school's standards. If difficulties occur for the student regarding the meeting of site expectations, the student has the responsibility to discuss problems with both the faculty and site supervisor. Conflicts between the practicum student and the field site supervisor/personnel should be handled by the site supervisor and student with applicable discussion or advice from the faculty supervisor. If the conflict requires further intervention, the faculty supervisor will be a facilitator with a goal of reaching an appropriate resolution. If for disciplinary measures or some other justifiable reason, a student is removed from his or her Practicum assignment, the student will forfeit this practicum experience for the remainder of the semester, and the use of the University's disciplinary procedure will determine the outcome and procedure for that student.

INTERNSHIP

All CMHC students all must complete an Internship as part of their program requirements. An Internship is an experience wherein a student works in a counseling setting under the supervision of a professional in a work role similar to that which the student aspires. An Internship is an opportunity to assess one's skills and knowledge and face the challenge of professional situations outside the university setting. The Internship program has been developed to closely meet national certification guidelines (Council for Accreditation of Counseling and Related Educational Programs) and these criteria are both specific and stringent. An Internship is generally completed in a student's third year of study. There are a number of prerequisites that are listed below, that must be successfully completed prior to beginning Internship. The program requires students to complete a supervised Internship of 600 clock hours, including a minimum of 280 clock hours of direct service to clients, to be spread over the majority of the semester. The guidelines for beginning this experience are very specific and must be adhered to in all respects. If a student fails to adhere to the internship guidelines, credit for the experience may be denied. Internship students are required to sign an acknowledgment form indicating that they have read, understood, and agrees to abide by the policies and procedures in the Internship Handbook.

Counseling students should be aware of the following:

1. Core 1 courses must be passed with a grade of "C+", before beginning Practicum. These courses are:
CS 605 – Helping Relationships
CS 608 – Counseling Theories
CS 607 – Professional Orientation and Ethics
CS 609 – Psychopathology & Diagnosis

CS 604 – Integration Issues in Counseling *

* Integration Issues in Counseling may be taken Concurrently with Practicum

2. Summer Internship hours will be completed over a 12 week period. This depends upon availability of supervision.

FINANCIAL AID NOTE:

***Please be advised that completing all coursework prior to internship will affect federal financial aid status. Federal regulations state that at least 6 credits must be taken per semester to receive halftime status. Please consult with Central Financial Aid with questions regarding student loans.

LICENSURE HOURS CRITERIA

Due to varying state laws, students must verify that the hours completed will meet licensure requirements in the state of their choice. Faculty will be glad to assist students; however, students must have completed the research prior to scheduling a review meeting with faculty.

USING PREVIOUS OR CURRENT EMPLOYMENT FOR INTERNSHIP

A Student Internship shall be a new and educationally rewarding experience rather than a repeat of previous or current work experience. This generally means that a student's current employment duties at his or her work site will not qualify as an internship. If a student requests that their work site be used for the purpose of Internship, the following must be submitted by the site in a letter addressed to the Clinical Director:

1. How the work the intern is doing fulfills the requirements of the Internship,
2. A written job description of the Internship activities, duties, and hours
3. Direct contact time undertaken by the intern to fulfill onsite Internship requirements,
4. A statement regarding the avoidance of any dual relationships at the site,
5. A statement stating that the site understands that they are not required to pay the Intern for at least the required 600 hours since the Internship experience is a graduation requirement, and
6. A statement stating who the employment supervisor is and who the clinical supervisor is (and that they are different).

The letter needs to be from the site on site letterhead (NOT from the student) and should be addressed to the Clinical Director. The letter and this Petition must be approved before beginning the Internship. The Clinical Director makes the decision as to the appropriateness of the request and as such their decision is final.

CS 693 INTERNSHIP CONTINUATION

If a student does not complete Internship hours in a timely manner or needs additional time to obtain skills, they must register for CS 693, Internship Continuation. This is a 3 Credit Hour course to be taken in addition to the 64 credit hours. More specific information is found in the Internship Handbook.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join the American Counseling Association and/or the American Association of Christian Counselors. Furthermore, students are encouraged to become actively involved in professional organizations early in their training. Student membership in these organizations often acts as a catalyst for professional development in the field of counseling. Membership provides students with cutting edge information on relevant professional trends, access to funding support for research activities, and peer/professional networking opportunities. In addition to becoming general members, students can benefit from active participation in the divisions related to their areas of interest. All students are encouraged to join and become active members in the Nebraska Counseling Association. Students are encouraged to participate in local, state and national organizations to enhance their academic and professional experience.

The following are links to a few of the professional organizations.

American Counseling Association (ACA) <http://www.counseling.org/>

American Association of Christian Counselors (AACC) <http://www.aacc.net/>

Nebraska Counseling Association (NCA) <http://nca.promotedignity.org/>

PROGRAM POLICIES

COMPUTER REQUIREMENTS

Courses that are part of the CMHC program are delivered in part through computer mediated learning. Computer literacy is required of all students. Computer technology and skills beyond word processing will be required in the areas of hardware, software, and peripheral installations. Students should be able to: create and save documents in formats compatible with the current Grace University standard; must be able to download the software packages necessary; and should plan to use word processing, spreadsheets, and presentation software in their academic coursework. This is essential for successfully completing computer mediated courses or programs. Also required are: an Internet browser, email application with the capability to transfer files, and an Internet service provider. It is imperative that all students have access to a computer system that meets Grace University's minimum requirements. Grace University will not teach or train students in basic computer use. The technology requirements and standards for Grace University are found on the IT website. For further information contact the PC Helpdesk at 402-449-2904 or by e-mail at pchelp@graceu.edu, or visit the office in the ISC. Students should maintain up to date hardware and software in order to participate in the program.

DISENROLLMENT

A student's enrollment may be terminated for any of the following reasons. Disenrollment may be appealed by following the University due process procedure.

1. Academic
 - a. For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall C or better grade point average, inability to complete academic courses within reasonable time frames, obtaining multiple unsatisfactory standing evaluations during the annual review, and/or failure to meet Benchmarks.
 - b. For failure to register for one term without authorized leave of absence and payment of the Leave of Absence fee.
 - c. For failure to graduate within the maximum time limit allowed by the graduate school (5 years). The student may petition to have this requirement waived for an appropriate cause.
2. Unprofessional Personal Conduct:
 - a. For failure to behave consistently with the spirit of a servant leader, codes of ethics of our profession, and the rules, regulations, and code of conduct of Grace University.
 - b. For failure to uphold principles of academic honesty and integrity.
 - c. For failure to demonstrate suitability for clinical practice as defined by professional standards of practice.
3. Financial: For failure to meet tuition and financial obligations to Grace University.

HIERARCHY OF POLICIES

Where there is a disagreement between policies written or spoken the following will be the accepted hierarchy of the CMHCP.

- University Policies and Procedures
- CMHCP Policies and Procedures
- Course Syllabus
- CMHCP Catalog
- CMHCP Handbook

EMOTICONS AND ABBREVIATIONS

The use of emoticons or abbreviations is not accepted on discussion board postings or other written academic work and credit will not be given for such submissions. A student's writing style should be consistent with that found in graduate level counseling work. Graduate level writing exhibits good organization, appropriate spelling and grammar, and a scholarly quality. At times, a student may struggle

to meet these requirements. When the faculty notes such problems, the student's advisor in conjunction with the student and the CMHC Program Director will work to develop an individualized plan of remediation. Sometimes this will include a writing skills workshop. Detailed examples of correct and incorrect postings are available on the APA website here: <http://www.apastyle.org/manual/index.aspx>

PROFESSIONAL DEVELOPMENT

The Professional Development Form (PDF) (Appendix C) is designed to be used as tools to help document a student's personal and professional progress in a number of different areas. It can be used to address either unsatisfactory progress during a class (including areas such as general professional knowledge, application skills, integration, workmanship, self-control, relationships, and communication) or issues that are related to concerns, attitudes, and behaviors both inside and outside of the classroom but still within the context of the Program. If during the semester, an Instructor notes that a student is not progressing satisfactorily in any of the designated areas, the Instructor will fill out a PDF and meet with the student to discuss the situation. If the situation does not improve, the Instructor will arrange a meeting with the student and professor to discuss specific needs for improvement. The student's course grade may be adjusted to reflect the absence of professional development during the semester. It is important to note that the purpose of the PDF is not intended to be punitive in nature but constructive, proactive, restorative where appropriate, and with the student's best interests in mind. As indicated on the PDF, evaluations reflect a student's overall progress in comparison to where they ought to be, based on what is expected for a student at any given point in the program. The process for assisting the student regarding remediation of professional concerns usually takes the form of a written contract specifying behavioral expectations, assistance to be provided, and specific timelines.

PSYCHOLOGY PREREQUISITE SUGGESTIONS

Each entering counseling student should have: a) have an undergraduate degree in psychology or a behavioral science, or b) have taken three psychology classes (which include a general psychology course) with a grade of B or better within the past five years. An approved correspondence course would also be accepted. Students should see their Advisor if they have further questions regarding these suggestions.

RETENTION CRITERIA AND PROCEDURES

The CMHCP is committed to helping students achieve their desired goals but also recognizes that students arrive in the program with varied levels of skill and ability. Achievement of the skills and personal and professional growth needed to complete the program is not always acquired at the pace of the ideal course progression. In some cases, students may need extra time and practice. The evaluation criteria and procedures noted above are designed to help faculty and students identify those areas needing extra attention. If a student's chief deficits are academic, they are required to meet with their Advisor to work on a plan. Typical plans may include cutting back on course work or outside activities, repetition of courses, and/or taking special workshops (e.g., a writing workshop). Another area where students sometimes need extra help or time is in the demonstration of clinical skills. There are several ways the CMHCP seeks to help students with this. Instructors for the Helping Relationships and Practicum courses try to identify as early as possible, those students who are not making satisfactory progress, so that they may request additional mentoring of clinical skills. This is usually accomplished by scheduling one-on-one sessions with faculty advisors or other "mentor students" who work with the student to resolve deficiencies. Students who have not achieved the required level of skills by the end of the semester are given an opportunity to repeat the Helping Relationships or Practicum courses. Sometimes, the inability to demonstrate the required level of clinical skills is related to personal growth issues in the student's life that need attention before the student can demonstrate their ability to assist others. In such cases, students are strongly encouraged to pursue personal counseling or similar growth enhancing experiences. Students who cannot pass the Helping Relationships or Practicum after the second time must meet with their Advisor to reevaluate their pursuit of a career in the counseling field. NOTE: Passing Practicum is a prerequisite to proceed to Internship and to complete the degree program. The continued pursuit of academic courses without the ability to demonstrate the requisite clinical skills does not guarantee graduation from the program. Students who have received a Professional Development Forms (PDF) indicating areas needing

attention are encouraged to meet with their Advisor if they are having trouble responding to any written requirements. If plans for addressing professional development cannot be worked out with the Instructor, it is required that the student's Advisor be notified so that additional steps may be taken to help resolve these issues if possible. If the Advisor is unable to help resolve the issue satisfactorily, the student may take their case to the Program Chair. If the issue cannot be resolved at that level, the next step is to appeal to the Academic Dean.

SATISFACTORY PROGRESS

Progress in the Program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, professional and personal development appropriate to the profession of counseling, and ability to conceptualize the integration of counseling principles and Scripture. Students are evaluated in these areas throughout their time in the Program informally and formally. Academically, students must maintain a minimum cumulative GPA of 3.0. All courses must be passed with a "C" or better. At the end of each semester, students who have not maintained a 3.0 GPA are placed on academic probation. Two sequential semesters of a substandard GPA makes the student subject to dismissal from the program. Students are notified in writing when placed on academic probation and must meet with their Advisor to formulate a plan to address the academic deficiency. Assessment of clinical skills occurs primarily in the "Hallmark" courses. These courses provide a programmed, systematic opportunity to assess the development of a student's professional skills. Students who do not pass the Hallmark must develop a plan of remediation with the professor and/or their Advisor to address deficits. Satisfactory progress in the program also involves professional and personal development appropriate to the field of counseling. The means of assessing this is the Professional Development Form.

ACADEMIC FORMS

All academic forms are available online at the following Websites:
<http://www.graceuniversity.edu/>

CAREER ADVISING

The student's academic advisor performs the following career services: critique resume and cover letter, job search guidance, and professional development assistance. Contact the academic advisor for assistance.

CERTIFICATION AND LICENSURE REQUIREMENTS

Certification and licensure requirements differ considerably among states. It is the students' responsibility to become familiar with the requirements in appropriate states and adjust their degree programs accordingly. The Program Chair will assist with interpreting state regulations, but the student is ultimately responsible for obtaining the most recent licensure information and verifying state regulations with the appropriate state agency. Students who know where they will be working after graduation are encouraged to obtain guidelines early in their program, so that their Advisors may help them meet those requirements. Students are also advised to keep all of their course syllabi, as they may be needed in the licensure application process.

NEBRASKA LICENSURE INFORMATION

The 64hour CMHCP meets all the academic core area requirements for endorsement as a Licensed Mental Health Practitioner (LMHP) in Nebraska. For additional information connect to their Website:
<http://www.hhs.state.ne.us/crl/mhcs/mental/LMHPrequire.htm>

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments, and class participation. Regular attendance and participation in classes all is expected and required for graduate level students. Faculty members will evaluate their students' record of attendance. Habitual and unexcused absences may result in a lowered final grade for the course. Some CMHC courses may meet online in a regularly scheduled, real-time (synchronous) class time during which students will be expected to be

present and active during a specified time period, while other courses will not require students to be online at the same time (asynchronous). Despite the online format of such courses, the expectation persists that active and regular student presence in course activities is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments, and class participation. Generally a student who misses more than 2 class participation activities (e.g., class meeting, Discussion Board dialogue weeks [for on-line weeks], weekly Group Supervision) may receive a failing grade. Students should read all class syllabi very closely regarding course requirements. Faculty members may evaluate their students' records of active and regular presence in course activities in determining a final grade.

COMMENCEMENT

Students will only be approved to walk in commencement if all coursework is satisfactorily completed or will be completed within one semester of commencement exercises. The University allows students to participate in commencement with up to 4 Credit Hours remaining to be taken in the Summer or Fall semester following graduation. Students are strongly encouraged to have all coursework completed to walk in commencement. Walking in the commencement ceremony does not reflect completion of a degree and does not guarantee conferral of a degree. Students requesting permission to participate in the commencement ceremony who have not completed all graduation requirements but who are eligible to walk under the above criteria must:

1. Submit an Academic Petition to the Academic Dean
2. Register and pay for coursework during summer/fall registration.
3. Complete CMHC Graduation Forms (available from the Program Chair)

COURSE LOAD

It is generally accepted that 2-3 hours of outside study are necessary for each hour a student spends in class. Students should consult with their Advisor concerning the number of credit hours for which to register each semester. Consideration should be given to employment schedules, practicum and internship requirements, and personal commitments. It is generally accepted that students not take more than 12 academic credits each semester.

GRADING POLICY

A student's academic standing is computed by the numerical value assigned to each course grade, such as 4.00 for an "A". The total grade points earned, divided by the number of credit hours taken, gives the grade point average. Graduation requirements are determined on this basis. The general grading policy for each course is that any grade below a C is considered not satisfactory for graduate level work. Receiving a grade lower than C will result in the student retaking the course. Certain courses (e.g. Core 1 courses) require a C+ or better and the successful passing of the Benchmark or the course will have to be repeated. Individual course instructors reserve the right to require a higher standard for grading based on course material as described in the course syllabus. A student can have an A average and 'fail' the course by not passing the Benchmark. Unless the grade point average is lower, students who fail a Benchmark for a class will be given a grade of F. A student may repeat any course once in an attempt to improve a grade. While both grades will appear on the student's transcript, only the better grade will be used in computing the grade point average. Each repeated course will be counted only once in calculating credit hours required for graduation. A failed classroom course may not be repeated for a grade through independent study or other means. The grading scale is as follows:

ACADEMIC GRADING SCALE

Letter Grade		Points Range	Quality Points
A	- Excellent	97-100	4.00
A-		94-96	3.67
B+	- Good	92-93	3.33
B		90-91	3.00
B-	- Marginal	87-89	2.67
C+		84-86	2.33
C	- Needs Improvement	81-83	2.00
F	Failure	80 and Below	0.00
I	- Incomplete		
W	- Withdraw		

INCOMPLETE GRADES

Any student wishing to receive a temporary grade of "Incomplete" in a class is required to submit a "Request for Incomplete" form to the Registrar's Office, with the instructor's signature, before the last day of the class. Incompletes may be granted for a period of up to one month, during which time a grade of "I" will be assigned. It is the student's responsibility to file all paperwork, acquire the instructor's signature prior to the last day of the class, submit the form to the Registrar's Office, and pursue the completion of the course work. If the work is not completed, the "I" automatically becomes an "F" unless an alternate grade is indicated by the instructor on the form. There is a \$25.00 fee for each "Request for Incomplete" form submitted. Students who are on Financial Aid are not allowed to carry an incomplete into the next semester for which Financial Aid is applied.

FINAL GRADES

All final grades are available for student viewing on IQ Web (Planned switch to Solutions starting Spring 2012) as soon as they are posted. Grades are typically posted 10-14 days after the final scheduled meeting for that course. Grades are considered final two weeks after they have been posted by the instructor. Any changes after that date require special permission from the respective Department Chair through the Disputed Grade Policy.

DISPUTED GRADE POLICY

If a student believes a grade has been incorrectly placed on their record or disputes the validity of a grade, the student should first address the issue with the instructor of the course. If there is no resolution at this point, the student should complete a "Disputed Grade Form" available in Appendix D and file with the Program Chair. The final level of resolution will be at the determination of the Graduate Council, whose decision will be final. Students wishing to dispute a grade must fully complete the "Disputed Grade Form" within the specified timeframe or the Graduate Council will not review the dispute. All requests for grade changes need to be handled within 30 days of the end of the semester.

DROPPING COURSES

A student may drop a course prior to the first day of class with no grade recorded. After the first day of class they receives a grade of "W" in any course dropped. Courses may not be dropped after the "Last Day to Drop Courses" posted in the Academic Calendar.

CREDIT-BEARING WEEKEND SEMINARS

If a student registers for a weekend seminar and fails to drop the class or attend, the student will be charged for the seminar and a withdrawal (W) will be entered on their transcript. If the student registers for a weekend seminar and attends, but does not complete the work they will earn a grade based on their work completed and the course syllabus or CMHC Catalog grading structure.

A student may drop any weekend seminar up to 24 hours before the course begins without a financial or grade penalty. Dropping any class may result in loss of scholarships or in-school deferral of loans. Please contact the Financial Aid office to see how this will affect you.

HUMAN SUBJECTS REVIEW POLICY

Students participating in research that involves human participants must meet all the policy guidelines as described by the Human Subjects Review Committee. For more information contact the Director of Institutional Research.

CS 699 DIRECTED STUDY

A Directed Study offers an opportunity for students to enrich their program of study by research, special projects, or readings in an area, which is not scheduled as a course. A Directed Study is an “independent” process with preliminary guidance and final evaluation provided by the sponsoring faculty member. Students should have completed 12 credit hours before requesting to do a Directed Study and must complete a Directed Study Form found in Appendix F. This form requires a detailed explanation of the study and must be signed by the appropriate faculty member, the Program Chairperson, and the Dean. Students should be advised that there is an additional cost for enrolling in a CS 699 Directed Study.

PROFESSIONAL COMPETENCY

I. Program faculty, training staff, and clinical supervisors have a professional and ethical responsibility to:

1. Evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers
2. Ensure, insofar as possible, that the students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching, etc.) in an effective and appropriate manner
3. Not automatically approve program completion for students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large
4. Address and attempt to correct concerns of competency in areas such as (but not limited to):
 - a. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - b. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - c. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
 - d. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

II. Identified issues in the areas noted above may result in some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem. This may include (but is not limited to):

- Documentation of the problem area(s) with a Professional Development Form (PDF)

- Evaluation and academic counseling of the student by faculty members and/or supervisors
- A recommendation for the student to receive professional therapy services
- Requiring the student to “stop out” of the program until the problem area(s) is appropriately and sufficiently addressed

III. Should any student fall into one or more of the categories described in I. above and require intervention as described in II. above:

- Every effort will be made to protect student confidentiality and student records as described in the Student Handbook and in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.
- No student will be discriminated against due to disability and reasonable accommodation will be made in accordance with Grace University policy as described in the Student Handbook.

IV. The basis for this policy is derived from two primary sources that address matters related to statute, regulation, professional competency and ethical practice standards:

The American Counseling Association (ACA) and more specifically the following:

ACA Code of Ethics

A.2. – Respecting Diversity

A.5. – Personal Needs and values

C.2. – Professional Competency

D.1. – Relationships with Employers and Employees

F.1. – Counselor Educators and Trainers

F.3. – Students and Supervisees

ACA Standards of Practice

SP17 – Boundaries of Competence

SP19 – Impairment of Professionals

SP41 – Limitations of Students and Supervisees

SP43 – Standards for Students and Supervisees

The American Counseling Association Code and Standards can be accessed at:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

ADMISSION REQUIREMENTS

Full Admissions: Admissions for all degree seeking students. All persons applying are required to submit an Application for Graduate School Admission and must meet the following requirements: (1) Possess a bachelor’s degree from a regionally or nationally accredited college or university, (2) Possess a cumulative G.P.A of 3.0 [on a 4.0 scale] or better towards the completed bachelor’s degree (exceptions may be granted on an individual basis) *; (3) Have a cumulative G.P.A of 3.0 [on a 4.0 scale] or better for prior graduate work. (4) Provide three letters of recommendation: pastoral, character (may substitute an academic for character), and academic.

*Current Grace University undergraduate students may take graduate courses if accepted into the program and with permission of the program chair.

Limited Enrollment: Admissions for students who desire to take select courses. All persons applying are required to submit an Application for Graduate School Admission and must meet the following requirements: (1) Possess a bachelor’s degree from a regionally or nationally accredited college or university (exceptions may be granted on an individual basis) and possess a cumulative G.P.A of 3.0 [on a 4.0 scale] or better. (2) Students on Limited Enrollment are not eligible to receive a degree. (3) Achieving limited enrolment does not indicate a student’s ability to achieve full admissions nor does it indicate that a student would be accepted for full admission.

STATEMENT OF NONDISCRIMINATION

Grace University is committed to the principles of Equal Opportunity as defined under federal and state law. It does not discriminate unlawfully on the basis of race, color, national/ethnic origin, gender, age, individual handicap, or veteran status in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities.

APPLICATION PROCEDURE

1. Students are admitted to Grace University's Graduate programs throughout the year. Completed applications and all required paperwork should be received by the Admissions Office prior to interviews. Interviews are scheduled monthly on Fridays (see schedule) from 10 A.M. until 3 P.M. Students may request alternate times or phone interviews; however, such accommodations are subject to department approval. Since admission to a program requires several steps, and there are limited slots for any program in any given year. Applicants are encouraged to apply early and have all paperwork in good order before deadline dates. Submitting paperwork to the Admissions Office does not guarantee an interview or admission to a program.
2. To initiate the admission process, an applicant will provide the following information to the Admissions Office:
 - Transcript evidence of all studies subsequent to completion of high school, including (minimally) evidence of an earned bachelor's degree from an accredited institution of instruction. To be "official", all transcripts must be sent directly from granting institutions to Grace University;
 - A completed Graduate Studies Application Packet including fees, forms, and three completed references;
 - A two-part writing sample (guidelines included in application packet) – with Part 2 based upon the program the applicant is seeking to enter, and;
 - Current Graduate Record Examination (GRE). "Current" is defined as having been scored within the last five years.
 - Students with a GPA [undergrad and grad, when applicable] of 3.25 or higher are exempted from the GRE requirement.
 - The GRE may be waved
 - In addition, students applying to the Clinical Mental Health Counseling Program may be required to complete the following:
 - Select personality inventories;
 - Additional classes due to any significant academic gaps that need rectifying.
3. The decision to admit a person into a graduate department is based on several factors:
 - The candidate's demonstrated potential for successful graduate work,
 - Fit to the selected program and profession,
 - Any previous professional training and experience,
 - The anticipated likely success in the chosen field of study and,
 - Religious philosophy and willingness to comply with GU's lifestyle policy.
4. If it is felt that a student would be appropriate for their chosen department, the Graduate Studies Office will initiate contact with the student inviting them to an interview with Graduate School faculty. Interview schedules will reflect the availability of appropriate faculty.
 - Clinical Mental Health Counseling (CMHC) Interviews occur monthly (except August and February) and occur on Fridays from 10 A.M. until 3 P.M.
 - Students may request alternate times or phone interviews; however, such accommodations are subject to department approval.
5. The Graduate Faculty will make the final decision on admissions, and letters informing students of the final disposition of their application will be sent from the Admissions Office.
6. The Letter of Acceptance will include the initial assignment of an academic advisor and will encourage the new student to connect with their advisor regarding registration for their first semester of study.
7. The College of Graduate Studies requests that all accepted applicants confirm their intent to enter into a program within two weeks after they have received an Acceptance Letter.

PROGRAM CHANGES DISCLAIMER STATEMENT

Programs may choose to add or delete courses and course progressions from time to time; if a student is in a degree program over several years, there may be differences between what is offered and what was in the original University catalog. Grace University reserves the right to:

1. Cancel courses due to low enrollment.
2. Reschedule or relocate courses prior to the beginning of the academic semester.
3. Change any of its policies and procedures at any time.
4. Modify student fees or tuition.

Students will work with their individual Advisors to ensure that they have met all requirements for graduation, under the following stipulations:

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement, unless the student is in a remedial situation, clearly documented.
2. In the case of a student stopping out of a program and being readmitted, that student is now under the catalog of year of readmission.
3. Students may, if they choose, and with approval, take more credit hours than required in their catalog.
4. If a student has a required course that is no longer offered, the Advisor will help the student find a substitute course, either at Grace University or through the consortium.
5. Students will be informed when substantial changes are made in policy, procedures, course offerings, or fees.

CHRISTIAN MINISTRIES ELECTIVE COURSES

Master's level students may take Christian Ministries (CM) elective courses. Students are requested to notify their Advisor and seek approval from the appropriate CM instructor and Department Chair. CM electives do not count towards the required 64 Credit Hour requirement and students would have to pay the standard tuition rate attached to the course.

SECOND MASTER'S DEGREE REQUIREMENTS

CMHC students who wish to earn a second master's degree at Grace University may do so provided:

- (1) After completion of the first master's degree (CMHC), at least 24 additional semester credits are taken at Grace University;
- (2) All objectives and requirements in the second program are fully met.

TAKING A LEAVE OF ABSENCE

A Student may request a Leave of Absence if the student is in good standing and cannot continue study due to unusual personal, professional, or academic difficulties. During leave of absence, students are not registered for any courses, directed study, or internship hours. If students decide to take a leave of absence for a period of time of less than one year during their enrollment in any of the counseling programs, they must notify their academic Advisor, complete an Academic Withdraw Form, and pay the required fee. The cost to hold a place in the program is \$100.00 per term. If a student requests and receives a Leave of Absence after the drop/add period of any term, the student will receive a grade of W in all classes in which the student is enrolled. The Academic Withdraw Form must be delivered to the Registrar's office and the student must finalize all financial arrangements with the Business Office and Financial Aid Office. Students who do not pay the Leave of Absence fee will have to reapply to the program. Students cannot start taking classes again without the approval of the Readmission Form. If a student stops taking classes for more than one year, they are required to apply for readmission through the Admissions Department. Students who are readmitted must adhere to the current program requirements which may be different from when they were last enrolled. The Academic Withdraw and Readmission Form is available in Appendix G.

STUDENT LIABILITY INSURANCE

All students are required to have professional liability insurance at all times while enrolled in the program. The liability limits have been established at a minimum of \$1m/3m. Proof of Insurance must be submitted to the Clinical Director or Program Faculty.

AUDITING

In some cases students may wish to enroll in a course for informational purposes only. Although auditors are required to attend classes and come under the same general regulations as other students, they are not required to do the assignments or take examinations. No credit is given for courses audited. Since attendance is the basic requirement, when absences exceed three times the number of class sessions, the student forfeits the right to have the class noted on their transcript. No appeals are permitted. All students wishing to audit a course must have the approval of the Program Chair and the permission of the course instructor (in selected classes, auditors are not permitted). The audit fee is nonrefundable.

TRANSFER OF CREDIT

TRANSFER CREDIT FOR COURSES COMPLETED BEFORE ENTERING THE CMHCP

The CMHCP may accept as transfer credit a maximum of Twenty-Five Percent (equaling no more than five courses of three credit hours each) of the student's program from applicable courses taken at another accredited institution that have not been used to obtain a previous graduate degree. As a general rule, a student's course of study should not have more than 30 percent of the program as a combination of transfer credits or directed studies. Quarter hour classes taken at other Universities will not be accepted, all transfer courses must be semester hour courses. Any course that is transferred into a student's program of study must have a grade of "B-" or better. Courses that must be taken at Grace University are Practicum and Internship I/II. Counseling Skills may be transferred in on a case-by-case basis if the student demonstrates adequate skills. Students transferring in Helping Relationships from another school may be required to also take the 6 week, 0 credit hour Integration course. In order for a course to be accepted, the student must show a minimum of 75% equivalency with a current Grace University course (in terms of texts utilized, rigor, assignments, etc.). All transfer credit is subject to approval by the Program Chair.

TRANSFER CREDIT FOR COURSES TAKEN OUTSIDE OF GRACE UNIVERSITY AFTER ADMISSION TO THE CMHCP

It should be understood that the student's first priority aside from God and family is as a student. Permission will not be granted to take courses at another school which are offered at Grace University, on the basis that the course is scheduled at an inconvenient time and conflicts with work, church, etc. A student must request, in writing, to take a class outside of Grace University by permission from the Program Chair before taking the course(s). Once the course is completed, an official transcript must be submitted from the other school. Students are required to send an e-mail with an official request to the Program Chair with the school information, course number and ID, course description, syllabus, and time frame.

TRANSFERS WITHIN THE UNIVERSITY

Any student who wishes to transfer into the CMHCP must follow the standard admissions process for current Grace University Students.

COURSES TAKEN BY UNDERGRADUATE STUDENTS

Senior students in baccalaureate programs at Grace University are eligible to take graduate level courses and apply those credits towards their undergraduate degree provided (1) the graduate course meets the objectives of the undergraduate program, and (2) the students have gained permission from the respective program chair and course faculty to register for the graduate level course. Graduate courses completed to fulfill undergraduate program needs cannot be counted as credit to complete a graduate program should a student apply into a graduate program at Grace. A substitute course may be applied for any course work used within an undergraduate program.

A student who is within six credit hours of graduating with a baccalaureate degree from Grace University may start taking classes toward a graduate degree. Students interested in taking CMHC courses must follow the admissions policy and be accepted into the program prior to taking classes or be accepted for limited enrollment. Additionally, undergraduate students must also gain permission from the program chair and course faculty. Students graduating from other academic institutions are not eligible to take courses until after completion of a baccalaureate program.

USE OF ELECTRONIC DEVICES

Cell phones and pagers are to be set in a vibration or silent mode while class is in session. If a student must respond to a call or page, they should step outside of the classroom to do so. No calls are to be initiated on a cell phone during class. Students who use electronic communication devices in such a manner that disrupts class will be subject to being addressed by the Instructor via a Professional Development Form, which may affect the student's grade. If a student is using a laptop computer in a disruptive way in class, the Instructor reserves the right to limit laptop use.

USE OF OFFICE EQUIPMENT

Students are not to use Grace University equipment (phones, computers, faxes, printers, etc.) for personal use.

WRITING STYLE

The CMHCP uses the Publication Manual of the American Psychological Association (latest edition) as the standard for all writing projects. The APA manual is available on Amazon as noted on the Textbook Spreadsheet. Each course paper is expected to be typed according to APA guidelines. Unless otherwise specified, each paper should have: a title page, introduction (with thesis statement), body of text, conclusion (beginning with the thesis statement) and references. Items such as: a table of contents, abstract, lists of tables, etc. are not needed for course papers unless specified by the professor.

ACADEMIC HONESTY

This policy of the Grace University College of Graduate Studies CMHCP is in addition to the overall University Policy. Any time students attempt to gain access to information pertaining to their normal course of study through dishonest means, they show little concern for their own personal sense of integrity, and they infringe on the rights of all other members of the academic community. The following definitions and examples are forms of academic integrity violations for the CMHCP.

1. Cheating: No student shall use or attempt to use materials, notes, or information from another student for normal course work that is intended to be done on an individual basis, either in class or out of class.

Examples include, but are not limited to:

- (1) copying from another person's research, paper, test or quiz,
- (2) using testing aids during a test where no permission has been given by the Instructor,
- (3) copying another's reports, laboratory work, computer work, programs or files,
- (4) collaborating on any written work, including laboratory or computer work without specific permission by the Instructor, or
- (5) taking an exam for another.

2. Fabrication and Falsification: No student shall alter any information or citation in his or her academic work. Examples include, but are not limited to:

- (1) inventing or providing false data, information or results,
- (2) producing a false record concerning academic internships,
- (3) altering the record data,
- (4) altering grade reports,
- (5) providing a false citation of a source of information, or
- (6) providing false information regarding excused for absences from classes, laboratories, exams, quizzes, and/or practicum/field experiences/internship experiences.

3. Multiple Submissions: No students shall submit an entire paper, test or quiz which was previously submitted for academic credit for any other course.

4. Plagiarism

a. No student shall intentionally or knowingly present the work of another person without the specific citation of the original author. Examples include, but are not limited to:

- (1) the use of another's complete sentences or key words without quotation marks and accurate citations,
- (2) graphs and charts, or
- (3) ideas and information provided by another.

b. Computer programs, files, and web pages must also be utilized only with the inclusion of a citation referencing or indicating the original source of the file and/or program.

5. Abuse of Academic Materials: No student shall destroy, steal, or make inaccessible any academic resource material that is owned by another student, faculty or staff member, or the University, including the library. Examples include, but are not limited to, the hiding of library resource material, reference material, or intentionally altering another student's laboratory work/results.

6. Complicity in Academic Dishonesty

No student shall knowingly assist, offer guidance or support for another student's attempt, or be personally involved in an attempt to obtain in any deceptive or unauthorized manner, information or documents, such as tests, examinations, roll books, reports, etc., that were considered to be confidential or private property of other students, faculty, administrative personnel, or the University. Examples include, but are not limited to:

- (1) knowingly permitting another to copy one's own paper/work, or paper/work of another,
- (2) distributing or providing others with test or research material/questions,
- (3) taking an exam for another, or
- (4) collaborating with another student with the intent of submitting work intended to be presented as original.

CONSEQUENCES OF ACADEMIC DISHONESTY

1. The minimum penalty for cheating is a grade of zero for the work. The maximum penalty is dismissal from the CMHCP and the University.
2. Procedures will be followed according to the [CMHC Policy on "Student Discipline" found in the Faculty and Academic Policy Handbook and in the Grace University Graduate Handbook under Its Learning](#)

CONDUCT CONCERNS

Whenever persons live and work together in a Christian community, conflicts may arise between persons relative to performance, conduct, or interpersonal issues involving either in class or outside of class activities. The same Biblical principles should guide behavior whether a faculty member or a student. The overriding principles are provided in Matthew 18:15-17. The party with the concern (person one) should first communicate that concern face-to-face to the person with whom they are concerned (person two). If person one is not satisfied with the results of this meeting, this person should then ask a third person to meet with him/her and person two. For students who have a concern, this third person could be another student, the academic Advisor or another faculty member. When faculty members have a concern regarding a student's conduct, the first step is to schedule a conference with the student and fill out a Professional Development Form (PDF). This indicates a "plan of action" to resolve the situation or concern. This action plan will be kept in the professor's personal file and will be signed by both the student and the professor. Second, if the disruptive or unprofessional behavior continues, the professor will fill out a Professional Development Form, which will explain in detail to the student the concerns and how to remediate the situation. Another meeting should be held with the student. If a third person is required, it should be the student's academic Advisor or another faculty member. Third, if satisfactory resolution of the concern is not reached at this level of dialogue, the faculty member and/or student may then meet with the next higher administrator in charge of the Program. If disciplinary procedures are needed, the University student disciplinary procedures must be followed.

RECORDS RETENTION AND TRANSCRIPTS

The Registrar's Office retains a variety of records pertinent to the academic progress of students. These records are available to school officials who have legitimate educational interest. The University retains documents received in the Admissions Office for those who apply but do not enroll for one year. For students who do enroll, the University retains documents in their official files, including application forms, high school transcripts, and transcripts from other schools, for five years beyond the date of last attendance at Grace. Records of academic achievement at Grace University are retained permanently. The Family Educational Rights and Privacy Act of 1974 governs students' rights of privacy and access to their educational records. Students have the right to inspect their files and all materials therein, except those items specifically waived by the student. Students wishing to view their files must make an appointment with the Registrar. Grace University students and alumni are entitled to receive a reasonable number of copies of their academic transcripts reflecting their completed course work. Upon the written request of the student, with signature and appropriate fee, the Registrar's Office will issue an official transcript to appropriate institutions, individuals, or agencies. Transcripts will not be issued for students who have financial obligations with the University.

PUBLIC NOTICE DESIGNATING DIRECTORY INFORMATION

Grace University designates the following student information as Directory Information; name, address, phone number, e-mail address, date of birth, fulltime / half-time status, major fields of study, dates of attendance, degrees/awards and honors received, admission/enrollment status, classification, athletic information, and photograph. The University may disclose any of these items without prior written consent, unless the student notifies the Registrar in writing to the contrary by the end of the first week of the semester. Unless a student files a written request to restrict his or her information by that time, such information may be included in appropriate university or campus directories, publications and released by school officials in response to inquiries. Because the printed campus directory is published only once each semester, names and/or other information will not be removed once it has been printed. A student must be enrolled at Grace University in order to modify his or her restriction of directory information. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the records within 45 days of filing the request.
- The right to request changing records the student believes are inaccurate or misleading.
- The right to allow disclosure of personally identifiable information contained in the records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Grace University to comply with requirements of FERPA. If you have more questions about your FERPA rights, please contact the Registrar.

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Grace University, 2005.

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Grace University, 2002.

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Alumni Association

The University strives to help Grace Alumni stay connected with Grace. The purpose of the Association is to maintain communication between the alumni and University, to promote fellowship among the alumni, to foster prayer and support for the University and one another, and to encourage alumni to uphold the spiritual, evangelistic, and academic emphasis of the University. Alumni are a vital part of the continuing excellence that is Grace University. More information about the Alumni Association and its' activities can be found on the web site at www.GraceUniversity.edu/Alumni.

GRADUATION RATE

The current graduation rate, based on the Fall 2004 entering class, is 42%. This rate is based on full-time, first-time students completing a program within 150% of the normal time required for their program. Many students opt to extend the length of study due to employment needs, family issues, or academic achievement goals. The University has no statute of limitations regarding completion of associate or baccalaureate degrees. For a more complete analysis by demographic factors, contact the Academic Dean.

PLACEMENT RATE

The 2005 Spring Graduation class reported the following objectives:

Placement Response Category	Percentage of Graduating Seniors Responding
Pursue Travel	2.5%
Pursue Additional Education	18.5%
Pursue non-employment activities (i.e., marriage, volunteer opportunities, etc.)	9.9%
Pursue employment in my vocational/professional field	50.6%
Pursue employment based on location, compensation, or other reasons than by vocation or professional field	7.4%
Already employed in my vocational/professional field	11.1%

For a complete placement report, contact the Academic Dean's Office.

REQUIRED REPORTING

TITLE II: HIGHER EDUCATION ACT REPORT

[Contact the Academic Dean for a copy of the report.](#)

EQUITY IN ATHLETICS DISCLOSURE ACT REPORT

[Since Grace students do not receive funds for athletic scholarships, the University is not required to submit an EADA Report; however, we do voluntarily submit the report data to the U.S. Department of Education. While a complete report can be reviewed by contacting the Academic Dean, a brief summary of varsity sports demonstrating equity in athletics at Grace is listed below:](#)

Gender	Sport
Men	Soccer
Women	Volleyball
Men & Women	Basketball

CERTIFIED PUBLIC ACCOUNTANT'S AUDIT REPORT

[Each year the University's financial records are audited by an independent certified public accounting firm. The results of this report are available for review. Contact the Dean of Student Services for a copy of the report.](#)

CAMPUS SECURITY REPORT

[Each year, in accordance with the Higher Education Act requirements, the Student Development Office publishes a Campus Security Report regarding security policies, procedures, and crime statistics. Contact the Dean of Student Services for a copy of the report.](#)

INSTITUTIONAL ASSESSMENT REPORT

Each year the Faculty prepares a report evaluating the effectiveness of the institution in student learning and in other areas of institutional research and assessment. The evaluation is based on assessment of the stated goals and objectives of the University. The results of this report are available for review. Contact the Academic Dean for a copy of the report.

APPENDIX A: RECOMMENDED TEXTS TO FACILITATE CHRISTIAN WORLDVIEW FORMATION

The following references have been recommended by the CMHC and CM faculty as valuable resources to assist in developing a Christian worldview. The inclusion of a text on this list does not imply that the faculty or Grace University is endorsing all of the views presented therein.

Apologetics

Evans, C. Stephen. (1996). *Why believe? Reason and mystery as pointers to God*. Grand Rapids: William B. Eerdmans.

Kreeft, Peter, & Tacelli, Ronald K. (1994). *Handbook of Christian Apologetics*. Downers Grove, IL.: InterVarsity.

Lewis, C.S. (1943) *Mere Christianity*. New York: Macmillan.

Bible and History:

Archer, Gleason L. (1982). *Encyclopedia of Bible difficulties*. Grand Rapids: Zondervan.

Bruce, F.F. (1988). *The Canon of Scripture*. Downers Grove: InterVarsity.

Evans, C. Stephan (1996). *The historical Christ & the Jesus of faith: the incarnational narrative as history*. Oxford: Oxford University Press.

Habermas, G. & Flew, A.G.N. (1987). *Did Jesus rise from the dead: the Resurrection debate*. New York: Harper & Row.

Wilkins, Michael & Moreland, J.P., eds. (1995). *Jesus under fire: Modern scholarship reinvents the historical Jesus*. Grand Rapids: Zondervan.

Church History

Brown, Harold O.J. (1984). *Heresies: The Image of Christ in the Mirror of Heresy and Orthodoxy from the Apostles to the Present*. New York: Doubleday.

Shelley, Bruce L. (1982). *Church history in Plain Language*. Waco, TX: Word.

Christian Disciplines

Basinger, David, & Basinger, Randall, Eds. (1986). *Predestination & Free Will: Four views of Divine Sovereignty & Human Freedom*. Downers Grove: InterVarsity.

Boice, James M. (1986). *Foundations of the Christian Faith*. Downers Grove, IL.: InterVarsity.

Clouse, Robert G. (1977). *The Meaning of the Millennium: Four Christian Views*. Downers Grove, IL.: InterVarsity.

Elwell, Walter A., Ed. (1984). *Evangelical Dictionary of Theology*. Grand Rapids: Baker Books.

Fackre, Gabriel, Nash, Ronald, & Sanders, John (1995). *What about those who have never heard? Three views on the destiny of the unevangelized*. Downers Grove, IL.: InterVarsity.

House, H. Wayne (1992). *Charts of Christian Theology and Doctrine*. Grand Rapids: Zondervan.

Lewis, C.S. (1946). *The great divorce*. New York: Macmillan

McDonald, H.D. (1981). *The Christian View of Man*. Westchester, IL.: Crossway.

Nash, Ronald (1983). *The Concept of God: An Exploration of Contemporary Difficulties with the Attributes of God*. Grand Rapids: Zondervan.

Nelson's Introduction to the Christian Faith. Nashville: Thomas Nelson.

Shelley, Bruce L. (1993). *Theology for ordinary people: What you should know to make sense out of life*. Downers Grove, IL: InterVarsity.

Stott, John R.W. (1971). *Basic Christianity*. Grand Rapids: Eerdmans.

Ethics and Social Issues

Clouse, Robert G., Ed. (1984). *Wealth & Poverty: Four Christian views of economics*. Downers Grove: InterVarsity.

Clouse, Robert G. (1991). *War: Four Christian Views*. Downers Grove: InterVarsity.

Grenz, Stanley J. (1997). *The Moral Quest: Foundations of Christian ethics*. Downers Grove InterVarsity.

House, H. Wayne, Ed. (1990). *Divorce and remarriage: Four Christian views*. Downers Grove: InterVarsity.

Schmidt, Thomas E. (1995). *Straight & Narrow? Compassion & Clarity in the Homosexuality Debate*. Downers Grove, IL.: InterVarsity.

Hermeneutics

Bray, Gerald (1996). *Biblical interpretation: Past & Present*. Downers Grove: InterVarsity.

Integration

Carter, John D., & Narramore, Bruce (1979). *The Integration of Psychology and Theology*. Grand Rapids: Zondervan.

Collins, Gary R. (1977). *The Rebuilding of Psychology: An Integration of Psychology and Christianity*. Wheaton, IL.: Tyndale.

Evans, C. Stephen (1977). *Preserving the person: A look at the human sciences*. Grand Rapids: Baker.

Farnsworth, Kirk E. (1985). *WholeHearted*

Integration: Harmonizing Psychology and Christianity through Word and Deed. Grand Rapids: Baker.

Holmes, Arthur (1977). *All truth is God's truth*. Downers Grove, IL.: InterVarsity.

Jeeves, Malcolm A. (1997). *Human nature at the millennium*. Downers Grove, IL.: InterVarsity.

Kirwan, William T. (1984). *Biblical Concepts for Christian Counseling: A Case for Integrating Psychology and Theology*. Grand Rapids: Baker.

Van Leewen, Mary Stewart (1985). *The Person in Psychology: A Contemporary Christian Appraisal*. Downers Grove, IL.: InterVarsity.

Van Leewen, Mary Stewart (1982). *The Sorcerer's Apprentice: A Christian Looks at the Changing Face of Psychology*. Downers Grove, IL.: InterVarsity.

Miracles

Brown, Colin. (1984). *Miracles and the critical mind*. Grand Rapids: Wm. B. Eerdmans.

Geivett, Douglas, & Habermas, Gary R. (1997). *In defense of miracles: A comprehensive case for God's action in history*. Downers Grove: InterVarsity.

Lewis, C.S. (1947). *Miracles: A preliminary study*. New York: Macmillan.

Pluralism

Carson, Donald (1996). *The Gagging of God: Christianity confronts pluralism*. Grand Rapids: Zondervans.

Okholm, Dennis L., & Phillips, Timothy R., Eds. (1995) *Four Views on Salvation in a Pluralistic World*. Grand Rapids: Zondervans.

PostModernism

Norris, Christopher. (1997). *Against Relativism: Philosophy of science. deconstruction. and critical theory*. Oxford: Blackwell.

Phillips, Timothy, & Okholm, Dennis, Eds. (1995). *Christian apologetics: In the postmodern world*. Downers Grove: InterVarsity.

Science and Faith

Hummel, Charles E. (1986). *The Galileo connection: Resolving conflicts between science & the Bible*. Downers Grove, IL.: InterVarsity.

Johnson, Phillip E. (1993). *Darwin on trial*. Downers Grove, IL.: InterVarsity.

Johnson, Phillip E. (1995). *Reason in the Balance: The Case Against Naturalism in Science. Law. and Education*. Downers Grove, IL: InterVarsity.

Suffering and the Character of God

Lewis, CS. (1962). *The problem of pain*. New York: Macmillan

Peterson, Michael (1982). *Evil and the Christian God*. Grand Rapids: Baker.

World Religions/Cults

Anderson, Norman (1984). *Christianity & world religions*. Downers Grove, IL.: InterVarsity.

Corduan, Winfried. (1998). *Neighboring Faiths: A Christian Introduction to World Religions*. Downers Grove, IL.: InterVarsity

Martin, Walter R. (1985). *The Kingdom of the Cults*. Minneapolis: Bethany.

Neill, Stephen. (1984). *The supremacy of Jesus*. Downers Grove, IL.: InterVarsity.

SCRIPTURE STUDY AIDS

Principles of Biblical Interpretation

Carson, Donald A. (1996). *Exegetical Fallacies*. Grand Rapids: Zondervan.

Fee, Gordon, D. and Stuart, Douglas (1993). *How to read the Bible for All it's Worth: A Guide to Understanding the Bible*. Grand Rapids: Zondervan

Sproul, R.C. (1977). *Knowing Scripture*. Downers Grove, IL: InterVarsity.

Evangelical Bible Commentary

Gabelien, Frank E. (1990) *The Expositor's Bible commentary: with the New international version of the Holy Bible*. Grand Rapids: Zondervan.

A BRIEF GUIDE TO REFERENCES WORKS FOR BIBLE STUDY

Bible Concordances.

Strong's Exhaustive Concordance of the Bible (several versions are available) not only provides an alphabetical listing of all English words used in the Bible, it provides a numbering system that connects these to their Hebrew and Greek equivalents. The numbering system is used by an increasing number of word study aids so that those without firsthand knowledge of Greek or Hebrew can still identify the word and take advantage a wide range of grammatical and lexical scholarship.

Bible Dictionaries.

These provide brief introductions to books of the Bible, people, places, and things mentioned in the Bible, and common theological themes (salvation, grace, forgiveness, etc.). They are a good place to begin when one knows little or needs a quick reminder. A good one volume work is *The New Bible Dictionary* edited by Howard Marshall and colleagues. Larger dictionaries and encyclopedias include the *International Standard Bible Encyclopedia [BS440 .I6]* edited by Geoffrey Bromiley and the *Anchor Bible Dictionary* edited by David Noel Freedman. Both are excellent for background information necessary for Bible study and scriptural interpretation. Some more specialized dictionaries are the *Dictionary of Jesus and the Gospels*, and the *Dictionary of Paul and His Letters* published by Intervarsity Press. A third volume on the remainder of the New Testament has just been released.

Word Study Books.

These volumes provide a quick introduction to word meanings and usage. *Vine's Expository Dictionary of the New Testament* (several versions are available) is sometimes bound with a similar volume on the Old Testament by Merrill Unger and William White The one volume edition of the *Theological Dictionary of the New Testament* edited by Geoffrey Bromiley is also helpful.

Bible Commentaries.

Commentaries are best recommended for each book of the Bible; however, a couple of helpful sets that are reasonably priced are the Tyndale series. D.J. Wiseman edits the Old Testament series; Leon Morris the New Testament series.

Theological Dictionaries.

This type of work systematizes and synthesizes information around broad theological themes. The *Evangelical Dictionary of Theology* and the *Evangelical Dictionary of Biblical Theology*, both edited by Walter Elwell, and the *Westminster Dictionary of Christian Theology* by Alan Richardson and John Bowden are all helpful.

Dictionaries and Encyclopedias for Christian counselors and therapists.

Books in this category include the *Dictionary of Pastoral Care and Counseling* edited by Rodney Hunter, the *Baker Encyclopedia of Psychology and Counseling* by David Benner and Peter Hill, and the *New Dictionary of Christian Ethics and Pastoral Theology* edited by David Atkinson and colleagues. The latter provides articles on moral and ethical issues with which counselors and therapists will deal while the former works provide hundreds of articles explaining and evaluating topics of interest to Christian counselors and psychologists.

APPENDIX D: DISPUTED GRADE FORM

Grace University

Master of Arts in Clinical Mental Health Counseling

Disputed Grade Form

Student Name:
Date:
Disputed Course Title:
Disputed Course Professor:
Specific Details of Dispute:
Steps Taken Prior to Dispute:
Specific Dispute Request:
Student making a dispute must provide copies of supporting documents including: communications, assignments, tests, or quizzes.
To be completed by Faculty
Dispute Received By:
Date Dispute Received:
Graduate Council Decision:

APPENDIX E: Doctrinal Statement

Our Doctrinal Statement

The following is the unabridged doctrinal statement of the University and provides the basis for doctrinal agreement.

Each member of the Board of Trustees, Administration, and Faculty is required to subscribe annually to the doctrinal statement. Copies of this document are available from the President's Office.

ARTICLE I

The Scriptures

We believe... That "all Scripture is given by inspiration of God" (2 Tim. 3:16), accepting unreservedly the writings of the Old and the New Testaments as the infallible Word of God (Jn. 17:17; 1 Thess. 2:13; Ps. 119:89).

...That it is divine revelation, given by the Holy Spirit to holy men of God (2 Pet. 1:21; Acts 1:16; Jn. 16:3; 1 Cor. 2:13); verbally inspired in all its parts (Ex. 4:15) and therefore wholly without error as originally given of God (Matt. 5:18; Jn. 10:35); altogether sufficient in itself as our only infallible rule of faith and practice (2 Tim. 3:16, 17; Rom. 15:4; 1 Cor. 10:11) and everywhere centering in, and pointing to, the Person and work of our Lord Jesus Christ of Whom all Scripture testifies (Lk. 24:27, 44; Jn. 5:39; Acts 17:2-3; 18:28).

ARTICLE II

The Godhead

We believe...That God is spirit (Jn. 4:24), eternally existing in three Persons, the Father, the Son and the Holy Spirit (Matt. 28:19; 2 Cor. 13:14).

...That these three are one God (Mk. 12:29), Who is perfect, infinite and eternal in His being, holiness, love, wisdom and power (Ps. 18:30; 147:5; Deut. 33:27; Ps. 135:6); absolutely separate from and above the world as its Creator (Gen. 1:1), yet everywhere present in the world as the Upholder of all things (Ps. 139:1-10; Ps. 104); self-existent and self-revealing (Jn. 5:26; Matt. 11:27).

...That each of the three Persons is worthy of equal honor, obedience and worship (Jn. 1:1-3; Acts 5:3-4; Jn. 5:23).

ARTICLE III

God The Father

We believe...That, although God is the Creator of the universe and of the human race (Gen. 1:1, 26, 27; 2:7, 21, 22; Acts 17:28, 29), He is the Father only of those who accept the Lord Jesus Christ as their personal Savior (Jn. 1:12, 13; Gal. 3:26; 1 Jn. 3:2).

We do not believe in the universal Fatherhood of God, nor the universal Brotherhood of man (Jn. 8:42-44; 1 Jn. 5:12).

ARTICLE IV

Jesus Christ

We believe...That the Lord Jesus Christ, the Second Person of the Triune God (Matt. 28:19), the Eternal and Only-begotten Son of God (Ps. 2:7; Jn. 1:18; 8:58), came into the world, as provided and purposed by God, and as pre-announced in the prophecies of the Scriptures (1 Pet. 1:10; Acts 2:23; Gen. 3:15), that he might become the Redeemer of a lost world (Lk. 19:10).

...That without any essential change in His divine Person (Heb. 13:8), He was conceived by the Holy Spirit (Matt. 1:18; Lk. 1:35), became a man through the miracle of the Virgin Birth (Matt. 1:23), received a human body and a sinless human nature (Jn. 1:14; 2 Cor. 5:21; 1 Pet. 2:22; 1 Tim. 3:16; Heb. 2:14, 17; 1 Jn. 3:5) and thus continues forever as both true God and true Man (Col. 2:9; Rev. 22:16), one Person with two natures (Rom. 1:3-4; 1 Tim. 2:5).

...That as a Man He was in all points tempted as we are, yet without sin (Heb. 4:15; Jn. 8:46).

...That as the perfect Lamb of God (Jn. 1:29) He gave Himself in death upon the Cross (Matt. 20:28; Phil. 2:8), shedding His own precious Blood (1 Pet. 1:18-19), bearing there our sin (1 Pet. 2:24) and suffering its full penalty of divine wrath as our substitute (Isa. 53:5-6; Gal. 3:13).

...That He arose from the dead and was glorified in the same body in which He suffered and died (Jn. 20:25-28; Acts 2:32, 33).

...That as our great High Priest He ascended into heaven (Heb. 4:14; Acts 1:9), there to appear before the face of God as our Advocate and Intercessor (Heb. 7:25; 9:24; 1 Jn. 2:1).

...That He will come again (Acts 1:11), first to receive from the earth His own (Jn. 14:3), and then to establish His righteous kingdom upon the earth (Acts 15:14-16).

ARTICLE V

The Holy Spirit

We believe...That the Holy Spirit, the Third Person of the Trinity (Matt. 28:19), is the divine Agent in nature, revelation and redemption (Gen. 1:2; Ps. 104:30; 1 Cor. 2:10; Tit. 3:5).

- ...That, though omnipresent from all eternity, He took up His abode in the world in a special sense on the Day of Pentecost, dwelling in each and all believers (Acts 2:1-4), baptizing them into one body, the Church of Christ (1 Cor. 12:13).
- ...That He will never take His departure from the Church (Jn. 14:16; Eph. 1:14), but is ever present to testify of Christ, seeking to occupy fill the believer with Him (Jn. 15:16; 16:14).
- ...That His abode in the world, in this special sense, will cease when the Church is completed, and when Christ comes to receive His own (2 Thess. 2:7; Jn. 14:16; Rev. 4:5).
- ...That in this age certain well-defined ministries are committed to Him, such as: the restraining of evil in the world to the measure of the divine will (2 Thess. 2:7); the convicting of the world with respect to sin, righteousness and judgment (Jn. 16:8-11); the regenerating and cleansing of all believers (Jn. 3:5; Tit. 3:5); the indwelling of all who are saved (Rom. 8:9; Jn. 14:16, 17); the anointing of believers to teach them all truth (Jn. 16:13; 1 Jn. 2:20, 27); the sealing of believers unto the day of redemption (Eph. 1:13,14; 4:30); the continued filling for guidance, power and service of those among the saved who are yielded to Him, and who are subject to His will (Eph. 5:18; Acts 4:31); and the bestowal of spiritual gifts upon the members of Christ's body according to His own will (1 Cor. 12:1, 8-11).

ARTICLE VI

Creation and Fall of Man

- We believe...That man was the direct creation of God (Gen. 2:7; 18-22), spirit and soul and body (1 Thess. 5:23), and not in any sense the product of animal ancestry (1 Cor. 15:39), but made in the image and likeness of God (Gen 1:26, 27).
- ...That through personal unbelief and disobedience to the revealed will of God man fell (Gen. 2:17, 3:11), became a sinful creature (Mk. 7:21-23), lost his spiritual life (Eph. 4:18), became "dead in trespasses and sins" (Eph. 2:1), lives under the righteous judgment and wrath of God (Rom. 1:18; Jn. 3:36) and became subject to the power of the devil (Acts 26:18; Col. 1:13).
 - ...That this spiritual death, or total depravity of human nature (Jer. 17:9; Rom. 7:18), has been transmitted to the entire human race (Gen. 5:3; Rom. 5:12), Jesus Christ only being excepted (Lk. 1:35), so that all are sinners both by nature and by practice (Eph. 2:3; Rom. 3:23) and are essentially and totally unable of themselves to gain recovery or salvation (Rom. 3:20; Jer. 13:23; Jn. 1:13; 2 Cor. 4:4).

ARTICLE VII

Salvation Through Grace by Faith

- We believe...That our salvation is the free gift of God's grace (Rom. 6:23; Eph. 2:8).
- ...That we are justified solely on the ground of the shed Blood of our Lord Jesus Christ (Rom. 3:24; Heb. 9:22) who was made sin for us by His substitutionary death on the Cross (2 Cor. 5:21; 1 Pet. 2:24).
 - ...That salvation is received only by personal faith in the Lord Jesus Christ (Acts 16:31; Jn. 3:16).
 - ...That it is neither merited nor secured, in part or whole, by any virtue or work of man (Rom. 4:4, 5; Jn. 6:28, 29), for no repentance, no confession, no feeling, no sincere efforts, no good resolutions, no submission to any rules or ordinances of any church can add in the least to the value of the Blood of Christ, nor be added in any sense to believing as a condition of salvation (Eph. 2:8, 9; Isa. 64:6; Gal. 3:11; Col. 2:13, 14).
 - ...That this salvation has a threefold aspect: salvation from guilt and penalty of sin justification; salvation from the power of sin – sanctification; salvation from the presence of sin – glorification (Tit. 2:11-13; Heb. 9:24, 26, 28; Phil. 3:20, 21; Rom. 8:23), and includes the whole man – spirit, soul and body (1 Thess. 5:23).
 - ...That true believers have as a present possession the gift of eternal life (1 Jn. 5:10-12), a perfect righteousness (Rom. 3:22), sonship in the family of God (Jn. 1:12; 1 Jn. 3:1, 2), every spiritual resource needed for life and godliness (Eph. 1:3; 2 Pet. 1:3) and deliverance from all condemnation (Jn. 5:24).
 - ...That in view of this completeness in Christ (Col. 2:10) and the abiding, sanctifying presence of the Holy Spirit (Jn. 14:16, 17; Tit. 3:5), it is in no way required by God to seek a "second work of grace" (Gal. 3:3).
 - ...That apart from Christ there is no possible salvation (Jn. 14:6; Acts 4:12; 13:39).

ARTICLE VIII

Sanctification

- We believe...That sanctification, which is a setting-apart unto God, is threefold:
- That it is already complete for every person because his position toward God is the same as Christ's position (Heb. 10:10, 14; 1 Cor. 6:11, RV).
 - ...That while the standing of the believer is thus perfect "in Christ", his present state is as imperfect as his experience in daily life, and there is therefore also a progressive sanctification wherein the believer is to "grow in grace" and to be "changed" by the unhindered power of the Holy Spirit (2 Cor. 7:1; 3:18; 2 Pet. 3:18).
 - ...That, lastly, the child of God will yet be fully sanctified in his state, as he is now sanctified in his standing, when he shall see his Lord and "shall be like Him" (Jn. 3:2; 1 Thess. 3:13; 5:23).

ARTICLE IX

Assurance

We believe...That, because of the eternal purpose of God towards the objects of His love (Eph. 1:4; 2:6, 7) because of His freedom to exercise grace towards the meritless on the ground of the propitiatory Blood of Christ (Rom. 5:8-10; Jn. 10:28), because of the very nature of the divine gift of eternal life (Jn. 5:24; 1 Jn. 5:13), because of the present and unending intercession and advocacy of Christ in heaven (Heb. 7:25; 1 Jn. 2:1), because of the abiding and sealing presence of the Holy Spirit in the hearts of all who are saved (Jn. 14:16; Eph. 1:13, 14) we, and all true believers everywhere, can have a firm assurance of our salvation (Heb. 6:18, 19).

We believe also, however... that since God is a holy and righteous Father (1 Pet. 1:15, 16), and cannot overlook the sins of His children (Hab. 1:13), He will, when His children persistently sin and fail to judge themselves (1 Cor. 11:31), chasten them and scourge them in infinite love (Heb. 12:6) in order that He may at last present them blameless before the presence of His glory (1 Cor. 11:30, 31; Eph. 5:25, 26; 1 Cor. 5:5).

ARTICLE X

The Church

We believe...That the Church is the mystical Body and Bride of the Lord Jesus Christ (Col. 1:18; Rev. 21:9), which He began on the Day of Pentecost (Matt. 16:18; Acts 2:47), and will complete at His second coming (1 Thess. 4:16, 17; Rom. 11:25).

...That all true believers of this dispensation, irrespective of membership in the organized local churches of earth, have been baptized into this Body of Christ by the Holy Spirit (1 Cor. 12:12, 13; cf. 1:2).

...That the members of this one Body should wherever possible, assemble themselves together into local churches for worship, prayer, fellowship, and teaching (Heb. 10:25; Acts 2:42), and for the observance of the ordinances of baptism and the Lord's Supper (Matt. 28:19; 1 Cor. 11:23-26).

...That it is the solemn duty of its members to "keep the unity of the Spirit in the bond of peace" (Eph. 4:3), rising above sectarian differences (1 Cor. 3:3,4), and loving one another with a pure heart (1 Pet. 1:22).

...That the first and foremost mission of the Church in the world today is to witness for Christ among the nations (Matt. 28:19, 20; Mk. 16:15; Acts 1:8).

ARTICLE XI

The Blessed Hope

We believe...That the Second Coming of Christ (Heb. 9:28) will take place in two stages, the first being the Rapture (1 Thess. 4:13-17) when He comes as the "Morning Star" (Rev. 22:16), in the air (1 Thess. 4:17) to receive His own (Jn. 14:3) and the second being the Revelation (2 Thess. 1:7,8) when He comes as the "Son of Righteousness" (Mal. 4:2) to the Mount of Olives (Zech. 14:4) to be received by repentant Israel (Zech. 12:10);

...That, according to the Word of God, the next great event in the fulfillment of prophecy will be the pre-Tribulation coming of Christ (Rev. 3:10,11) in the air to receive to Himself His own, both those who have fallen asleep and those who are alive and remain unto His coming (1 Thess. 4:13-17; 1 Cor. 15:51, 52; Jn. 11:25, 26);

...That this is the "blessed hope" of the Church (Tit. 2:13), an event for which we should constantly be watching, the time being unrevealed but always imminent (Mk. 13:32-37; Rev. 22:12,20);

...That this event will be followed by the judgment of the believer's works for reward at the Judgment Seat of Christ (Rom. 14:10; 2 Cor. 5:10; 1 Cor. 3:11-15) a judgment which may result in the loss of rewards, but not the loss of salvation (1 Cor. 3:11-15) and by the Marriage of the Lamb just before the Lord returns in glory (Rev. 19:7-9).

ARTICLE XII

Christ's Glorious Appearing

We believe...That the world will not be converted previous to the Second Coming of Christ, but is day by day ripening for judgment (Lk. 17:26).

...That this dispensation will end with a fearful apostasy in the professing Church (1 Tim. 4:1; 2 Tim. 4:3, 4; 2 Thess. 2:11, 12) which during the Great Tribulation (Matt. 24:21), will be headed by a personal Antichrist (2 Thess. 2:3, 4; 1 Jn. 2:18).

...That God's righteous judgments will then be poured out upon the world (Rev. 6:1-18:24).

...That at the close of this period (Matt. 24: 29, 30) the Lord Jesus Christ will personally, visibly, and gloriously descend from heaven (Rev. 1:7; 19:11-16) with the Church (Zech. 14:5; Jude 14) and His holy angels (2 Thess. 1:7) to bind Satan in the bottomless pit (Rev. 20:1-3), judge the living nations (Matt. 25:31-46), restore to Israel her land (Deut. 30:3-5; Ezek. 37:21; Isa. 11:11, 12), establish His glorious and literal kingdom over all nations for a thousand years (Acts 15:16; Rev. 20:4-6), lift the curse which now rests upon the whole creation (Isa. 11:6-9; Rom. 8:19-23), and bring the whole world to the knowledge of the Lord (Isa. 11:9; Hab. 2:14).

...That at the end of the thousand years, Satan shall be loosed for a short season to deceive the nations (Rev. 20:7-9).

...That the unsaved dead shall then be raised, judged according to their works, and cast into the Lake of Fire prepared for the devil and his angels (Rev. 20:11-15; Matt. 25:41).

...That, as the Son of David (Lk. 1:32), Christ will finally deliver up the Messianic Kingdom to God the Father, in order that He, as the Eternal Son, may reign with the Father in the New Heaven and the New Earth eternally (1 Cor. 15:24-28; Rev. 21:1).

ARTICLE XIII

The Future Life

We believe...That the spirits of the SAVED at death go immediately to be with Christ in heaven (2 Cor. 5:8; Phil. 1:21-23), where they abide in joyful and conscious fellowship with Him until He comes for His own (1 Thess. 4:14), when their bodies shall be raised from the grave and changed into the likeness of His own glorious body (1 Cor. 15:25-58; Phil. 3:20, 21), and in that state forever to enjoy the presence of the Lord (1 Thess. 4:17) and to reign with Him on Earth (Rev. 5:10; 20:6) and throughout eternity (Rev. 22:5).

...That the spirits of the UNSAVED at death descend immediately into Hades (Lk. 16:23; Num. 16:33) where they are kept under conscious punishment and misery (2 Pet. 2:9, RV), until the judgment of the Great White Throne after the Millennium (Rev. 20:11), at which time Hades will deliver up its dead (Rev. 20:13) and their bodies shall be raised from the grave (Rev. 20:5); they shall be judged according to their works (Rom. 2:3-6; Rev. 20:12), and be cast into the Lake of Fire (Rev. 20:15; 21:8), not to be annihilated (cf. Rev. 19:20; 20:10), nor ultimately restored (Rev. 22:11), but to be punished with final and everlasting destruction away from the presence of the Lord (2 Thess. 1:9).

ARTICLE XIV

Angels, Fallen and Unfallen

We believe...That God created an innumerable company of sinless, spiritual beings, known as angels (Col. 1:16; Heb. 12:22).

...That one, Satan, a personal being of the highest rank (Ezek. 28:12-19) through pride (1 Tim. 3:16) and unlawful ambition (Isa. 14:12-15) rebelled against God and fell, thereby becoming completely depraved in character (Jn. 8:44) and the leader of a large host of evil angels and demons who followed him in his fall (Rev. 12:9; Matt. 12:24, RV; Jude 6).

...That a great company of angels kept their holy estate (Mk. 8:38), and are before the throne of God (Rev. 5:11) from whence they are sent forth as ministering spirits, to minister to the heirs of salvation (Heb. 1:13, 14).

...That Satan was judged at the cross (1 Jn. 3:8) and through subtlety led our first parents into transgression (2 Cor. 11:3), accomplishing their moral fall (Gen. 3:1-7), and, as the "god of this world," subjecting them and their posterity to his own power (2 Cor. 4:4).

...That Satan was judged at the cross (Jn. 16:11; Col. 2:15), and, although that judgment was not immediately executed, he will ultimately be "cast into the lake of fire and brimstone" where, together with the fallen angels and all the unsaved, he will be "tormented day and night forever and ever" (Rev. 20:10,15; Jude 6).

ARTICLE XV

The Christian's Walk

We believe...That the believer is called with a holy calling (2 Tim. 1:9) to walk not after the flesh, but after the Spirit (Rom. 8:4) and so to live in the power of the indwelling Spirit, that he will not fulfill the lust of the flesh (Gal. 5:16-18).

...That as the flesh with its fallen Adamic nature in this life is never eradicated (Rom. 7:23; 1 Jn. 1:8; 1 Ki. 8:46; Phil. 3:12), it needs to be kept by the Spirit in constant subjection to Christ (Rom. 6:11-13; Eph. 4:22-24; 1 Cor. 10:12; 2 Cor. 10:5).

...That good works are in no sense the procuring cause of salvation (Eph. 2:8-10), but are its proper evidence and fruit (1 Jn. 3:9-10; Tit. 2:14; Matt. 7:16-20).

...That since our citizenship is in heaven (Phil. 3:20, RV), we as the children of God should live a consistent, separated Christian life (Rom. 12:2; 2 Cor. 6:14-17; Eph. 5:11), and abstain from all worldly amusements and unclean habits which defile mind and body (1 Thess. 5:22; 1 Pet. 2:11; Rom. 13:14; 1 Cor. 6:19, 20), and from such worldly practices as: the swearing of oaths (James 5:12), affiliation with secret societies (2 Cor. 6:14), using courts from settling disputes between believers (1 Cor. 6:1-8), taking personal vengeance and participating in carnal strife (Rom. 12:17-21; 2 Cor. 10:3, 4), and divorce as forbidden by the Lord (Matt. 19:9; Rom. 13:9).

...That the believer should keep the Word of the Lord (Jn. 14:23), seek those things which are above (Col. 3:1, 21), walk as He walked (1 Jn. 2:6), be careful to maintain good works (Tit. 3:8), and especially accept as a solemn responsibility the duty and privilege of bearing the Gospel (1 Cor. 5:19; Jn. 15:16), remembering that a victorious, fruitful life is possible only to those who in gratitude for the infinite and undeserved mercies of God have presented themselves wholly to Him for His service (Rom. 12:1, 2).

APPENDIX F: DIRECTED STUDY FORM



**Grace University
Counseling Department
1311 South 9th Street
Omaha, NE 68108**

Application for Directed Study

FORM INSTRUCTIONS: After completing this form, please submit it to your Department Chair or Program Director for a signature, then submit to the Academic Office. Processing will begin after this form and a syllabus have been submitted.

DATE: _____

COURSE INFORMATION

Course ID Number: _____ Credit: _____

Title: _____

INSTRUCTOR: _____

STUDENT: _____

Reason for developing this Directed Study:

REQUIRED SIGNATURES

Signature of Instructor

Signature of Department Chair or Program Director

Signature of Academic Dean

- ❖ *All Directed Studies require prior approval from the consenting instructor, the Department Chair or Program Director, and the Academic Dean.*
- ❖ *A syllabus must be sent to the Academic Office.*
- ❖ *Directed Studies will only be approved if the student missed the sequence of a required course, through no fault of his/her own.*
- ❖ *Full-time faculty will be paid \$100.00 per credit hour for the 6th and subsequent credit hours taught.*
- ❖ *Adjunct faculty will be paid \$100.00 per credit hour.*

APPENDIX G: Academic Withdrawal Form (Leave of Absence)



Grace University
 Counseling Department
 1311 South 9th Street
 Omaha, NE 68108

**Academic Withdrawal Form
 (Application for Leave of Absence)**

A Student may request a Leave of Absence if the student is in good standing and cannot continue study due to unusual personal, professional, or academic difficulties. During leave of absence, students are not registered for any courses, directed study, or internship hours. If a student requests and receives a Leave of Absence after the drop/add period of any term, the student will receive a grade of W in all classes in which the student is enrolled.

FORM INSTRUCTIONS: Please notify your Academic Advisor before submitting this form to the Registrar’s Office. After completing this form, deliver it to the Registrar’s Office and the student must finalize all financial arrangements with the Business Office and Financial Aid Office. **The cost to hold a place in the program is \$100.00 per term.** *Students who do not pay the Leave of Absence Fee will have to reapply to the program.*

STUDENT: _____

DATE: _____

Reason for Leave:

How long do you plan on taking a leave?

- Personal
- Professional
- Academic
- Other _____

Semester (s): _____

Year(s): _____

****If a student stops taking classes for more than one year, they are required to apply for readmission through the Admissions Department. ****

REQUIRED SIGNATURES

 Signature of Student

 Date

 Signature of Academic Advisor

 Date

 Signature of Department Chair

 Date

Readmission Form

- ❖ Students cannot start taking classes again without the approval of the Readmission Form.
- ❖ Students who are readmitted must adhere to the current program requirements which may be different from when they were last enrolled.

Full Name: _____

Date: _____

Last Date Enrolled at Grace ___ Fall ___ Spring ___ Summer Year _____

REQUIRED SIGNATURES

 Signature of Student

 Date

 Signature of Department Chair

 Date