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A Personal Note from the President

Welcome to the 2015–2016 academic year at Grace University. Each of us at Grace is committed to giving the best of ourselves through our respective God-given calling that is exemplified corporately in our 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.

From reviewing the University academic programs, policies and procedures within the catalog, you will notice Grace’s commitment to quality, Christian higher education. You will also learn about our history, mission, and objectives for you as a student. I trust your review will also give you a sense of the heart of Grace.

Our ongoing success as a mission–driven institution of higher learning is evidenced, in part, by our accreditation. Grace University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and also is accredited by the Association for Biblical Higher Education. To continually enhance the effectiveness of the learning experience at Grace University, faculty and staff assess student learning and teaching and implement improvements based on our evaluation. This ongoing, dynamic cycle of assessment, evaluation and implementation ensures our institution remains relevant in preparing students for service in our rapidly changing world.

Graduate education is distinctly different from undergraduate education in rigor, depth of knowledge and in the use of independent, applied learning methodologies. Graduate faculty serve as role models in the development and advancement of new knowledge and the improvement of practice in their respective disciplines.

The current graduate culture at Grace University is dedicated to preparing you for professional roles to serve others through biblically grounded and academically challenging graduate education. The learning objectives and core principles contained in each program’s description demonstrate Grace’s commitment to Christian principles and teachings in professional practice, academic excellence and servant leadership. We view graduate education at Grace as a community of learners, scholars and practitioners who together use their knowledge and skills in God’s service to improve the common good. It is a philosophy we hold today and will continue to hold as we continue to expand our programs in the future.

Our objective is to prepare you for fulfilling your unique, meaningful purpose in life. Our faculty and staff have the experience and credentials you expect, while caring about you as a child of God.

As the eleventh president of Grace University it is an honor to serve with the God-called educators and administrators, all of whom are mentors, and to welcome you to the Grace University experience in 2015–2016.

Yours for God’s purposes at Grace University,

David M. Barnes, Ed.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, we are pleased that you are taking the time to peruse our catalog and visit our website. We invite you to take a serious look at our programs. For more than 70 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 master’s-level degrees in Christian Ministries (CM), Counseling (CS), Teaching (MAT), and Education (MSEd). The Christian Ministries degree comes with concentrations in Theological Studies, Biblical Studies, Ministry Leadership, Rural Church Ministries, and Counseling Ministry. The Counseling degree program offers two tracks. The Clinical Mental Health Counseling track is designed to prepare a student for licensure as a Licensed Professional Counselor. The School Counseling track is designed to prepare students to work in public and private K-12 school systems. Our programs stress the need for both academics and professional development—all within a biblically integrated, Christian worldview. The Master of Arts in Teaching degree is designed to prepare college graduates for a state-licensed teaching endorsement. The Master of Science in Education degree is designed for educators who desire to expand their professional skills, concentrating on working with English language learners. Candidates completing the MSEd degree are eligible for an English as a Second Language endorsement.

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, because our greatest desire is that our programs would honor the Lord as we serve evangelical faith communities, metropolitan Omaha and beyond.

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 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 also are most welcome to call or visit our Admissions staff; we believe you will find them to be among the most helpful people anywhere! Or perhaps you would like to meet 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 education. The opportunity to work and study beside other students with similar values and priorities promises to make your educational experience an excellent step toward reaching your personal and professional goals.

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

For His Glory,

Karl Pagenkemper, Th.D.                                      Linda Vermooten, Psy.D., M.Div., LIMHP, DAPA
Professor of Biblical Studies                                      Professor of Counseling
Chair, Bible Department                                               Chair, Clinical Mental Health Counseling

Michelle Lundgren, Ed.D.                                           
Professor of Teacher Education
Director of Graduate Teacher Education Programs
Directory

Please direct your questions or requests for information to the following University personnel:

**Academic Office**
Karl E. Pagenkemper, Th.D • VP of Academic Affairs

**Academic Records, Transcripts**
Kris J. Udd, Ph.D. • Registrar

**Admissions and General Information**
Christine Goodsell, B.A., B.S. • Graduate Admissions Counselor

**Business and Finance**
Tom Roche, MBA, MAPCC • VP for Strategic Plans and Chief Financial Officer

**Career Development and Placement Center**
Robert Gall, M.A., and James Santoro, M.S., M.A.

**Christian Formation and Student Services**
Gary Nebeker, Ph.D. • Vice President of Christian Formation and Student Services

**Enrollment and Retention**
William Hammond, MBA • Chief Enrollment Officer (Consultant)

**Professional and Graduate Studies**
C. James Santoro, M.S., M.A. M.A., LMHP, LPC • Dean

**Division of Biblical Studies**
Karl E. Pagenkemper, Th.D. • Chair, Professor of Biblical Studies

**Graduate Teacher Education**
Michelle Lundgren, Ed.D. • Director, Graduate Teacher Education Programs, Professor of Teacher Education

**Graduate Counseling**
Linda Vermooten, Psy.D., M.Div., LIMHP, DAPA • Chair, Clinical Mental Health Counseling Department; Associate Professor of Counseling

**Library and Learning Resources**
H. Ben Brick, M.A. • Library Director

**Christian Ministries**
Richard Ramsey, Ph.D. • Chair, Christian Ministry and Education

**Online Learning**
Mike Wulbecker, MSEd • Director of Online Learning

**Student Development Office**
Bethany Simm, B.S. • Student Development Office Manager

**Administration and Facilities**
Deb Osmanson, B.S. • Assistant VP of Administration

**Scholarships and Financial Aid**
Mackenzie Dehmer, BA; Financial Aid Director

**University Development**
Meredith Seaman, C.F.R.E. • VP of Advancement
Academic Calendar
2015-2016

Fall Semester 2015

August 4, Tuesday ...................................................... Faculty staff conference
August 15, Saturday .......................................................... Residence Halls open for new students
August 17, Monday ............................................................ Graduate classes begin
August 17, Monday ............................................................ ADC Fall term begins
August 19-20 ................................................................. Spiritual life orientation
August 19, Wednesday ...................................................... Traditional undergraduate classes begin
August 19, Wednesday ...................................................... Convocation ceremony 10:20 am Suckau Chapel
August 25, Tuesday .......................................................... Last day to add/drop courses; last day for 100% refund
August 26, Wednesday ..................................................... SLT Fair
September 7, Monday (Labor Day) ...................................... Admin. offices closed/no classes
September 30, Wednesday ................................................ Snap shot date
October 1, Thursday ........................................................ Day of Prayer (No traditional undergrad classes)
October 12-15 ............................................................... Mid-term exams (classes meet)
October 19-21 ............................................................... Bible conference (no traditional undergrad classes)
October 19-24 ............................................................... Graduate student fall break
October 26, Monday ........................................................ Last day to withdraw from courses
November 2, Monday ........................................................ Refund of institutional aid may be requested
November 16, Monday ..................................................... Registration opens for winter and spring
November 25-27 ............................................................. Thanksgiving break, no classes
November 26 (Thanksgiving Day) ....................................... Administrative offices closed
December 7, Monday ........................................................ Regular traditional undergrad classes meet
December 7-11 ............................................................... Final exams for graduate students
December 8-10 ............................................................... Final exams for undergraduate students
December 10, Thursday ...................................................... ADC fall term ends
December 11, Friday ........................................................ Residence halls close at noon

Winter Semester 2016

January 4-15 ........................................................................ Winter session
January 4, Monday .......................................................... Last day to add a course; last day for 100% refund
January 6, Wednesday ...................................................... Last day to drop courses (for winter semester)

Spring Semester 2016

January 4, Monday .......................................................... ADC classes begin
January 18, Monday (Martin Luther King Day) .................. No classes, offices closed
January 19, Tuesday ........................................................ Graduate and traditional undergraduate classes begin
January 26 Tuesday .......................................................... Last day to add/drop courses; last day for 100% refund
February 15, Monday ...................................................... Snap-shot date
February 22-25 ............................................................ Jared Burkholder Conference on Global Engagement (no traditional undergrad classes)
February 25, Thursday ........................................................ Day of Prayer (no traditional undergrad classes)
March 14-18.................................................................Mid-term classes (classes meet)
March 25, Friday (Good Friday) .....................................................Administrative offices closed
March 27, Sunday (Easter Sunday)
March 28-April 1...............................................................Spring break (undergrad/grad)
March 29, Tuesday............................................................Last day to withdraw from courses
April 4, Monday..............................................................Classes resume
April 4, Monday.............................................................Registration opens for summer and fall
April 5, Tuesday..............................................................Refund of institutional aid may be requested
April 21, Thursday..........................................................ADC spring term ends
May 2-5..................................................................Finals for graduating seniors/graduate students
May 6, Friday...............................................................Honors Convocation/Baccalaureate 10:30 am Sukau Chapel
May 7, Saturday............................................................Commencement 2:00 pm (location TBD)
May 9-12....................................................................Finals week, all students not graduating
May 13, Friday...............................................................Residence halls close at noon

**Summer Semester 2016**

Undergraduate classes
May 16-27..............................................................................First session
May 16, Monday...............................................................Last day to add courses; last day for 100% refund
May 30, Monday (Memorial Day) .....................................................Offices closed
May 31-June 10.................................................................Second session
May 31, Tuesday.............................................................Last day to add courses; last day for 100% refund
June 13-24.....................................................................Third session
June 13, Monday............................................................Last day to add courses; last day for 100% refund

ADC classes
April 25-August 11...............................................................Summer session

Graduate classes
May 16-August 2...............................................................Summer session

**Catalog Limitations**

This catalog describes policies, programs, and procedures of Grace University that are in effect at the time of its preparation, March 2015. 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 already are 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.*

Revised 4/10/15

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Institutional 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.

GRADUATE STUDIES VISION
Grace College of Graduate Studies exists to serve the church, the home and the world by educating Christians in graduate academic and professional fields of study from a biblical perspective, inspiring, nurturing, and equipping them to live, lead, and serve.

OUR PAST
70 YEARS BY THE GRACE OF GOD
In the early Summer of 1943, ten Mennonite ministers and leaders gathered to consider opening a new college-level institution that would bring interdenominational Christian education to Omaha, Nebraska. From those talks emerged Grace Bible Institute (GBI), which was incorporated under that moniker on July 21, 1943.

In 1976, a name change seemed appropriate to the institution’s degree-granting status, and Grace Bible Institute was renamed Grace College of the Bible. Since the late 1940s, the Institute had been granting bachelor’s degrees, and by the 1970s, the demand for four-year college degrees was growing. Friends who were close and familiar with the Institute received the adjustment warmly.

In 1995, the college was renamed Grace University. The change was designed once again to reflect its program offerings and structure, because the University was now organized into three colleges: Grace College of the Bible, Grace College of Graduate Studies, and Grace College of Continuing Education.

The University is located south of downtown Omaha on about ten acres, where it has been functioning since September 1943. The most recent physical addition came in 2003, when Grace dedicated the Jim Classen Gymnasium, providing students with a location for on-campus physical education activities and supplying our sports teams with a home for their practices and games. Over the past ten years, several campus buildings also have been renovated. During the Spring and Summer of 2005, part of the Administration Building’s second floor was completely renovated to incorporate several new classrooms, including a biology lab, to serve the growing Teacher Education Department and provide facilities for science classes. Additionally, through a large dedicated gift in 2007, the Suckau Chapel was refurbished and the University library was totally remodeled and renamed it the Grewcock Library in honor of the donors.

OUR PRESENT
The core values of academic excellence, life change, and world impact continue to shape the vision of Grace University. These foundational values shape the vision of Grace’s graduate programs as well.

During the past 70 years, more than 8,000 students have studied in the various programs of Grace University. Many of our undergraduate and graduate alumni are actively involved in full-time vocational ministries. Even more have gone on to impact the marketplace, 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. Additionally, many graduate school alumni work as mental health counseling professionals throughout the country and the world as they strive to assist people toward healing and wholeness.

Grace University believes that its College of Graduate Studies is positioned to grow throughout the coming decade. By the grace of God, it is hoped that graduate-level offerings will continue to serve the church and the community as it develops and expands its present offerings. As programs and degrees are developed, such progress will continue to be under the oversight of a strong, spiritually minded Board of Trustees, a sound statement of evangelical beliefs and commitments, and an Administration that is positioning the school for important advances for the future.
WHAT MAKES OUR EDUCATION DIFFERENT

ACADEMIC FOCUS
As is found in the best traditions of education, the focus of a graduate-level educational experience includes a sound academic and professional foundation. Additionally, Grace University places a premium on the canon of the Christian Scriptures (Old and New Testaments) in the construction of its programs. With a priority on Scripture and its application, graduate programs give attention to the content appropriate for the professional world and to biblical integration within each discipline. While programs are designed academically to prepare for professional vocations, all programs also are designed to challenge students to integrate biblical truth within those disciplines.

PERSONAL SPIRITUAL LIFE
Grace University places an emphasis upon spiritual formation in all programs, both undergraduate and graduate. Students within each of the graduate programs can expect to take classes that integrate personal development and spiritual formation.

FACULTY COMMITMENTS
As with other institutions of higher education, Grace University prides itself in its faculty and the academic freedom each has in accomplishing his/her duties in the classroom, in research, and in community service. What makes our faculty distinct is not simply their professional and academic achievements, but their commitment to Christ, their commitment to their local churches and global missions, and their commitment to support the values and distinctives of Grace University. Faculty view their teaching responsibilities as supportive of the values of the home and of the church. Faculty are asked to view themselves as Godly role models for students, as well as models of scholarship and professional practice. The faculty see it as their role to encourage students and help integrate faith, a Christian worldview, and biblical values into their experience as growing professionals.

WHAT WE BELIEVE
As an evangelical educational institution, Grace University takes the Bible and theology seriously. Each year faculty are asked to sign an institutional Doctrinal Statement, and it is important that they subscribe to both its contents and its spirit in good conscience. A copy of the full Doctrinal Statement is available in the President’s Office and the Academic Office as well as on the University web site (www.graceu.edu/pdf/doctrinal-statement.pdf). We expect all applicants to consider the doctrinal statement during the application process.

While we do not require students to agree with all the nuances of the institutional Doctrinal Statement, we do ask them to subscribe to traditional orthodox positions concerning seven primary areas. Grace identifies these seven primary doctrines as the following:

- The Trinity,
- The full deity and humanity of Christ,
- The spiritual lostness of the human race,
- The substitutionary atonement (death) and the bodily resurrection of Christ,
- Salvation by faith alone,
- The physical return of Christ, and
- The authority and inerrancy of Scripture.

Faculty will teach with the institutional Doctrinal Statement in mind; but we welcome warm dialog with students of varying backgrounds who subscribe to the above positional statements.
COMMUNITY-LIFESTYLE STANDARDS FOR GRADUATE STUDENTS

Grace College of Graduate Studies recognizes that evangelical Christians often differ in their understanding of lifestyle standards. Positive exhortations from scriptures are generally well known (love, kindness, generosity, good deeds, etc.). Furthermore, negative commands are generally clear as well: immorality (1 Thess. 4:3); drunkenness (Eph. 5:18); lying (Prov. 6:16–19); revenge (Rom. 12:17); and other such Biblical mandates. Where the Bible clearly states a standard, the College seeks to adhere to that standard. Violation of such community standards will be considered as possible grounds for discipline.

However, lifestyle issues often go beyond the more obvious biblical commands. In areas where the Scriptures do not seem to speak directly, the following principles may be helpful:

**Christian Liberty.** Grace University appeals to a sanctified conscience in areas of “gray issues.” It avoids legalism and allows for grace mixed with gentleness and servant-oriented deference in matters of choice (Rom. 14:10–12).

**Christian Testimony.** Basic behavior motivated by Christian love and courtesy is appropriate toward all people, whether they are Christ followers or not. 1 Cor. 9:19 suggests we are slaves to all men, especially those who do not yet believe (cf. 1 Cor. 9:23; 2 Cor. 6:3, 4a). But how such freedom is exercised is often culturally relative. Examples of “gray areas” among believers might include smoking, drinking, modesty in dress, speech, and media usage. Students are encouraged to consider how their behavior might be used to move people toward Christ—all the while recognizing that some decisions in this area may be counter-intuitive.

**Christian Lack of Offense.** Grace University desires its students to treat all brothers and sisters in Christ with grace and wisdom. Individual differences and offenses are to be handled, whenever possible, according to the principles seen in Matt. 18:15–17. Knowing that there will always be some individuals with special circumstances, care is urged on the part of all graduate students to not cause others, especially younger believers, to stumble (Rom. 14:13–19).

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
  
  800-621-7440 [www.ncahigherlearningcommission.org](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
  
  407-207-0808 [www.abhe.org](http://www.abhe.org)
  
  Last ten-year reaffirmation: 2015

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 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
• Christian Library Consortium
• 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

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 Ginosar, 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
• Metropolitan Community College; Omaha, Nebraska
• Nebraska Christian College; Papillion, Nebraska
• University of Nebraska at Omaha; Omaha, Nebraska

FACILITIES
Grace University is in beautiful Omaha, Nebraska. Our campus is located approximately two blocks from the historic downtown business district in the Dahlman Association neighborhood. The campus is approximately halfway between the Old Market in downtown and the Henry Doorly Zoo and Aquarium. The campus has seen more than $11 million in new construction, remodeling and renovation upgrades in recent 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 remodeled Grewcock Library within the Tscherter Academic Building, learning labs for computer usage and music, curriculum labs for teacher education and church education, Suckau Chapel, Dirks Lounge, Duersen Dining Commons, administrative and faculty offices, 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 Gnanzer Strength Training Center is located in the Harold D. Burkholder Center.

The Grewcock Library has a collection of more than 49,000 volumes, 25,000 electronic books, and 15,000 print and electronic journals. In addition, access is provided to a number of databases in the fields of religion, education, business, and psychology through EBSCOhost and other databases. Instruction on the use of library resources is made available to the students by the library director. The Grewcock Library can access millions of resources from around the world via interlibrary loan. There are 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 the University network. Access to the network is available in any of our 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 campus. 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.
The Grace University Counseling Center has a two-tiered counseling and fee structure. It is located at 825 Dorcas Street. This facility houses the graduate program and a large number of the adult degree completion classes. As part of their student practicum, graduate-level counseling students work under the direct supervision of licensed faculty to serve clients. Graduate-level counseling students provide excellent counseling services at no cost to Grace and Nebraska Christian College students and a minimal fee for members. The Grace University Counseling Center is a ministry of Grace University. The mission of the counseling center is to: assist individuals, couples and families with processing the challenges they face in life from a Judeo-Christian Worldview.

UNIVERSITY RESIDENCE

ON-CAMPUS HOUSING
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.

Priority for on-campus housing is granted to the University’s resident undergraduate students. However, depending upon space available, limited housing for graduate students (most often married students) exists. Questions about on-campus space can be directed to the Student Development Office or the Admissions Office. The Business Office also can be consulted for all financial questions about rates. (Please consult the “Correspondence Directory” found at the beginning of this document for contact information.)

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 students 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 his/her education, and course sequencing is based on suggested course sequences listed within the Faculty Advising Handbook. The faculty advisor also may provide wisdom and counsel to the student pertaining to career discovery.

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.

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 College of Graduate Studies Counseling program provides services for all students, spouses, and minor children at no charge. In addition, support groups and psychoeducational groups are also available for students. The student may wish an outside referral; 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, including financial obligations, 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.

COURSE TEXTS
Purchases of course texts may be made through an online vendor. The link can be found on the homepage of the Grace
University website prior to the start of each semester.

HEALTHCARE
Medical care for minor illness is provided through the Student Health Office on the second floor of Regier Hall. The nurse has variable hours. Contact the nurse at (402) 449-2871. More serious cases are referred to specialists or hospitals.

MOTOR VEHICLE POLICY
All students must register their motor vehicle(s) with the Student Development Office 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.
Admissions Requirements

The following describes the process and requirements for admission to Grace University’s graduate programs. Applicants should be aware that various departments may have varying expectations and additional requirements because of special needs of those departments. Applicants are advised to review the information provided below and to consult departmental handbooks for further information on admissions.

REGULAR ADMISSION

Applicants are required to submit an application to the College of Graduate Studies and must meet the following requirements:

- Possess a bachelor’s degree from a regionally or nationally accredited college or university.
- Possess a G.P.A of 3.0 (on a 4.0 scale) or better toward a bachelor’s degree. Exceptions may be granted on an individual basis.
- Have a cumulative G.P.A of 3.0 (on a 4.0 scale) or better in any prior graduate work. Students desiring to transfer coursework must have successfully completed the course with a grade of “B” or higher (on a 4.0 scale).
- Provide three letters of recommendation: pastoral/spiritual, professional/character, and academic.
- Please note: Students making application to the Teacher Education graduate programs must have a GPA of 3.0 or greater. Students making application to the Counseling programs must have a GPA of 3.25 or greater, otherwise the GRE is a requirement. Students earning less than a 3.0 GPA for other programs may be required to take the GRE at the Program Chair’s discretion.”

LIMITED ENROLLMENT

ADMISSION FOR STUDENTS WHO DESIRE TO TAKE SELECT CLASSES

Grace University provides limited access to many of its classes for qualified students who are interested or need graduate classes for various reasons. Limitations exist on how many credits one might take without being a degree-seeking student and which classes are available. More information on Limited Enrollment is available from the Admissions Office and the Registrar’s office.

All persons applying are required to submit an Application for Graduate School Admission and must meet the following requirements:

- Possess a bachelor’s degree from a regionally or nationally accredited college or university (exceptions may be granted on an individual basis).
- Present a transcript that reflects academic abilities comparable to those admitted to Regular Student status.

Three points of qualification should be noted:

- Students admitted as Limited Enrollment are not eligible to receive a degree unless and until granted Regular Student status.
- Achieving Limited Enrollment does not indicate the department’s assessment of a student’s ability to achieve full admission to a program.
- Limited Enrollment Students will have restrictions related to financial aid. The Business Office will provide information concerning financial aid.

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.
INTERNATIONAL STUDENTS

Admissions Requirements for Applicants Whose First Language Is Not English:

• Any applicant whose first language is not English is required to take the Test Of English as a Foreign Language (TOEFL), regardless of the age or residency status of the applicant.

• Applicants who have lived in an English-speaking country for several years will not be considered exempt from the above requirements if English is not their first language.

For an international non-resident alien (defined as any person holding a foreign passport) to enroll at a school in the United States, that person must obtain an F-1 (student) visa. The F-1 visa cannot be obtained without the form I-20 Certificate of Eligibility, which is issued by the Registrar’s Office. There are four major requirements that the applicant must meet before the Registrar’s Office can issue an I-20.

1. Proof of ability to pay. The student must demonstrate that he/she has sufficient resources to pay for tuition and living costs. This can be in the form of personal funds (as shown on a bank account record), school funding (scholarships, on-campus employment), or sponsorship (organization, relative, or friend). See more detailed info below.

2. English language proficiency. This is normally demonstrated through acceptable scores on the TOEFL test, which is one of the criteria for admission to Grace University. Minimum scores are as follows: Internet Based (iBT) = 81. Computer Based (CBT) = 217, Paper-based (PBT) = 550. Grace University’s TOEFL code is 6248. The Test of Written English is not required.

3. Admission to a Grace University degree program. The student must be admitted into a degree program at Grace University to process the I-20. This includes the submission of an application for admission, payment of the application fee, and submission of all academic transcripts with English translation. Transferring international students must also show that they are currently in status with no pending INS issues and do not owe money to any American college or university. This information is provided using the "International Student Transfer Clearance Form,” which may be obtained from the Registrar’s Office.

4. Proof of Health Insurance coverage. The student must submit proof of health insurance coverage. Although we do not endorse particular insurance companies, the following companies offer health insurance for international students.

• International Student Organization, www.isoa.org

• Compass Benefit Group, www.compassbenefit.com

For further information on international student admissions, contact the Admissions Office or the Registrar’s Office.
COLLEGE OF GRADUATE STUDIES APPLICATION PROCESS

Application and acceptance into a graduate program is granted through specific departments. With this in mind, individual departments have slightly different application and acceptance procedures. Interested students should consult with the Admissions Office. Once students are accepted into their desired program, they will have access to their department’s student handbook.

Application Process for CMHC, School Counseling* and CM applicants:
- General Application
- Application Fee ($25 online or $50 paper application)
- Official College Transcript(s)
- Written Essay (questions provided)
- Writing Sample (past course work)
  - For CMHC applicants, the writing sample must be in APA format.
  - For CM applicants, writing samples will be on a case-by-case basis
- Background Check (fees may apply)
  - Presently, a background check is required for CMHC, SC, and MAT students
  - A background check is NOT required for CM or MSEd students
  - Background check arrangements will be handled separately within each department.
- Three Total References:
  - Two academic/professional references and one spiritual life reference
- Test of English as Foreign Language (TOEFL), if English is not an applicant’s native language
- Interview
- FAFSA

*For School Counseling Applicants—a copy of current/most recent Teacher Certificate is required

Application Process for Education applicants:
- Application for Admission
  - Masters of Arts in Teaching, MAT (certification) Application
  - Masters of Science in Education, MSEd Application
- Application Fee ($25 online or $50 paper application)
- Official College Transcript(s)
- Written Essay (questions provided)
- Three Total References:
  - Two Academic References and one Spiritual Life Reference
- Felony Misdemeanor form
- Test of English as Foreign Language (TOEFL), if English is not an applicant’s native language
- Interview
- FAFSA
- Pre-Professional Skills Test (Praxis 1)*--Required for Master of Arts in Teaching
- Professional Resume’ with Teaching Experience**--Required for Master of Science in Education
- Copy of current/most recent Teacher Certificate**--Required for Master of Science in Education
Application Process for English Language learner applicants:

- English Language Learner Applications
- Application Fee ($25 online or $50 paper application)
- Official College Transcript(s)
- Test of English as Foreign Language (TOEFL), if English is not applicant’s native language
- FAFSA
Financial Information

Tuition and fees
Application fee (nonrefundable) $50
Online application fee (nonrefundable) $25
M.A. tuition per semester credit hour $523
Program Fee per semester $35
Chalk and Wire fee (one-time fee) $95
Counseling Background Check fee $65
Counseling Assessments fee $150
Counseling Practicum fee $175
Audit fee per credit hour $65
Graduation fee, all students $275
CMHC Exit Exam fee $50
Program Continuation fee $100
Request for “Incomplete” grade $25
Student Services fee per semester $100
Directed study fee per semester $75
Transcript fee, per transcript: mailed $5
Transcript fee, per transcript: picked up on campus $5

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 for institutional charges will apply when a student withdraws from or drops a class:

Fall 2015
Through August 26 100%
Through September 2 75%
Through September 9 50%
Through September 16 25%
From September 17 0%
Refund checks for institutional aid may be requested after November 1, 2015.

Spring 2016 (1st)
Through January 4 100%
Through January 5 75%
Through January 6 50%
Through January 7 25%
From January 8 0%

Spring 2016 (2nd)
Through January 26 100%
Through February 2 75%
Through February 9 50%
Through February 16 25%
From February 18 0%
Refund checks for institutional aid may be requested after April 2, 2016.

Summer 2016
Through May 23 100%
Through May 30 75%
Through June 6 50%
Through June 13 25%
From June 14 0%

Institutional charges typically include tuition, fees, and other charges assessed the student. Non-institutional costs may include, but are not limited to books, supplies, and transportation. 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 aid proceeds to comply with statutory and regulatory requirements applicable to the Title IV programs or delays attributable to the University.

A student not fulfilling his or her 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.

If a recipient of Title IV aid withdraws during a period of enrollment in which the recipient began attendance, Grace University must calculate the percentage and amount of Title IV aid 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 aid 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. For more details or a copy of the federal refund policies, please contact the Financial Aid Office during normal office hours.

Full withdrawals of full-time graduate students are subject to an administrative fee of $100.

**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. Graduate 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, R.I. 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 Financial Aid Office at (402) 449-2810.

Scholarships and grant applications must be filed with the Financial Aid Office by March 1 for the following Fall semester. Applications received after March 1 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.

**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 Academic Office, in consultation with the chair of their department/area, about the availability of Assistantships and how to apply.
Academic Policies

ACADEMIC HONESTY AND INTEGRITY
As an institution of higher learning that reflects Christian standards for honor, scholarship, and character, Grace University views honesty and integrity in all academic work as a high virtue. A student who cheats on quizzes or tests, who submits work other than his/her own, who falsifies course documents or reports, who fails to credit the research of other scholars within his/her work, or who lies about one of the above stated ethical violations is subject to institutional discipline. Plagiarism is the theft of any part of another person’s ideas, writings, or research contained in print or electronic materials; failure to appropriately cite the works of others is considered unacceptable. Disposition for violation of this policy may vary, but typically the minimum penalty for cheating is a grade of zero for the work. The maximum penalty could include dismissal from the program and the University. For more, see the “Plagiarism: what it is and how to avoid it,” on the bottom of Grace’s Library Resources web page: www.graceu.edu/academics/library/library_resources/index.shtml

Additional sources on what constitutes plagiarism include the following web pages:
- ec.hku.hk/plagiarism/
- www.indiana.edu/~wts/pamphlets/plagiarism.shtml
- www.education-world.com/a_curr/TV/curr390_guide.shtml

ACCREDITION
Grace University is an educational institution that offers graduate work leading to master’s degrees. Grace University is accredited by the Higher Learning Commission (HLC), and a member of the North Central Association of Colleges and Schools (NCA). Further information may be found under the section titled “Accreditation and Academic Standing”. Regional and professional accreditation assures students and the public that the University has clearly defined goals, and that these goals, to a reasonable degree, are accomplished in student lives.

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. Because attendance is the basic requirement, when absences exceed three times the number of class sessions per week, the student forfeits the right to have the class noted on his/her transcript. No appeals are permitted. All auditors must have the approval of the appropriate Program Chair and the permission of the course instructor (in selected classes, auditors are not permitted). The fee is nonrefundable.

CLASS ATTENDANCE POLICY
The University regards classroom activities as the focal point of academic work. The insights, perspectives, and content gained, as well as the overall contribution of the student to the class, are all products of the student’s presence. While some absences may be necessary, the faculty expects students to attend all classes. Attendance policies will be set by individual program chairs with regard to specifics.

COMPUTER REQUIREMENTS
Most classes offered for credit in Grace University graduate 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, should be able to download the software packages necessary, and should plan to use word processing, spreadsheets, and presentation software in their academic coursework. A working knowledge of various Bible programs, both online and in software packages, is encouraged. Such skills are considered essential for successful completion of computer mediated courses or programs. Please be aware that various departments may have expectations that go beyond this basic list.

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 via the IT link (under Student Resources). For further information, contact the Helpdesk at (402)449-2904 or helpdesk@graceu.edu, or visit the office in the Administration Building. Students should maintain up-to-date hardware and software to participate in the graduate program.

**COURSE OFFERINGS FOR COLLEGE OF GRADUATE SCHOOL ALUMNI**

Graduates of Grace’s graduate programs are encouraged to make Grace a part of their continuing education experience. Any graduate of the school may return and take seminars at one-half the regular tuition. This policy does not apply to regular scheduled classes.

**COURSES TAKEN BY UNDERGRADUATES**

Senior students in baccalaureate programs are eligible to take a limited number of graduate-level courses and apply those credits toward their undergraduate degree provided (1) the graduate course meets the objectives of the undergraduate program, and (2) the students have gained permission from the Department Chair to register for the graduate-level course. Some classes, at the discretion of Department Chairs, will be unavailable for undergraduate students.

Graduate courses completed to fulfill undergraduate program requirements cannot be counted for credit to complete a graduate program if a student applies to a graduate program at Grace. In such situations, a substitute course may be applied for any course work used within an undergraduate program.

A student who is within six hours of graduating with a baccalaureate degree from Grace University and indicates that he/she wants to pursue a graduate degree may start taking classes toward a graduate degree after gaining permission from the department or program Chair and the Academic Dean.

**DIRECTED STUDIES**

In some circumstances, a student’s program may require that he/she take a course not offered during a given semester. Or some students may wish to pursue an area of study that is not normally offered. (Some programs have more flexibility in such pursuits, depending upon requirements and faculty availability.) It is possible to take such courses by “directed study” (sometimes called “independent studies” at other institutions), but prior approval is required from the instructor and the Academic Dean. A special fee is charged in addition to regular tuition.

**DISCLAIMER OF CONTRACTUAL OBLIGATION**

While course offerings are scheduled based on program requirements listed in the Graduate Academic Catalog, the University reserves the right to reschedule and/or cancel courses, based on enrollment or other factors at its discretion. Suggested course schedules should be viewed as exactly that — suggested; they should not be viewed as a binding contract on the part of the University. In the unusual event that the University exercises its right to cancel a required course, a student’s advisor, in consultation with the respective Department Chair and the Registrar, may substitute relevant course work to meet program requirements.

**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. A withdrawal (W) will be entered on his/her transcript.

A student may drop any weekend seminar up to 24 hours before the course begins without a financial or grade penalty. Sometimes the school will need to make last minute changes in starting and ending times and the classroom. The school will make every effort to contact the student about changes, but the student also is encouraged to check with the Graduate Office for last-minute adjustments. Syllabi for all classes are posted as classes begin on their respective Its Learning web page.

Dropping any class may result in loss of scholarships or in-school deferral of loans. Please contact the Financial Aid Office for information.

**DEGREE COMPLETION: COMPLETION SCHEDULES**

While program lengths vary because of program requirements, it is expected that a student will finish his or her degree in no more than five years. Student programs can be influenced by many things both internal and external to a specific program; however, department personnel will make reasonable attempts to encourage a student toward completion as rapidly as possible. If a student desires to complete his/her course of study within the prescribed time limits, there must not be any variation from the suggested schedule. If the student does not stay with the suggested schedule, the school cannot guarantee
that all the necessary courses will be available when the student wants to take them. Graduate faculty and administration strongly encourage students to pay special attention to the balance of work and credit load, because employment work load will influence the speed of completion of a program.
DISENROLLMENT

Disenrollment is a very unusual event, but it can happen. Should disenrollment take place, it will usually be in consultation with department faculty, the students, and appropriate institutional and academic personnel. A student may appeal such a disposition by following the University due process procedure. The following provides some reasons for the disenrollment of a student.

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: failure to maintain an overall 3.0 or better grade point average or an inability to complete academic courses within reasonable time frames.

   b. For failure to register for one term without:
      □ Notification of the department
      □ Notification of the Registrar’s Office
      □ Payment of the Leave of Absence fee

   c. For failure to graduate within the maximum time limit allowed by the graduate school (five 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 appropriate to one’s program of study, and the rules, regulations, and code of conduct of Grace University.

   b. For failure to uphold principles of academic honesty and integrity.

3. Financial: For failure to meet tuition and financial obligations to Grace University.

DISPUTED GRADE POLICY

If a student believes a grade has been incorrectly placed on his/her 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 file a written protest with the Department Chair or the Graduate Advisory Council. The last level of resolution will be the Graduate Advisory Council, whose decision will be final. Any written protest should address the nature of the problem and why the student feels that his/her grade should be changed. All requests for grade changes must be filed 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 he/she 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.

FINAL GRADES

All final grades are available for student viewing online as soon as they are posted. Grades are considered final two weeks after they have been posted by the instructor. Any changes after that date require permission from the Academic Dean.

GRADING SYSTEM

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. Subjects graded on a Pass/Fail basis are not included in the grade point average.

Classes are evaluated on a letter-grade system, and are given “quality points” based on the pattern shown below. For graduate-level courses, no grade below C is given under any circumstances. Students in the CMHC program must receive a grade of B or better on all Core 1 courses (identification of which is found in the program description). A student may repeat any course once in an attempt to improve an undesirable grade. While both grades will appear on the student’s transcript, only the better grade will be used in computing the grade point average (GPA). 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.
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<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 96</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>95 – 94</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>93 – 92</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>91 – 88</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>87 – 86</td>
<td>2.67</td>
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<td>C+</td>
<td>85 – 84</td>
<td>2.33</td>
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<td>79 and Below</td>
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<td>A</td>
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**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 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.

**INSTITUTE OF THEOLOGICAL STUDIES (ITS)**

Grace University (and in particular, the Christian Ministries department) cooperates with the Institute of Theological Studies (ITS) to offer a variety of preset directed studies that enable the student to take a course (or courses) that are not typically taught in its residence class schedule.

The Christian Ministries department will provide, through the materials produced by ITS, a set of lectures that have been prepared by scholars from outside of Grace University who are respected in their fields. The list of courses currently being offered is noted in the Course Descriptions section of this catalog. Grace professors who have professional interests in certain arenas will serve as the faculty of record and advisor. They will oversee and mentor the student’s progress during the semester. The faculty of record has discretion as to how to adapt and implement the class contents.

**LEAVE OF ABSENCE**

A student who is in good standing and cannot continue his or her studies because of unusual personal, professional or academic difficulties may request a Leave of Absence. During a Leave of Absence, students are not registered for any courses, directed study, or internship hours. Students who go on leave must complete an Academic Leave of Absence Form (available from the Registrar’s Office) and submit it to the Program Chair. The cost to hold a place in the program is $100 per semester. Students who do not pay the Leave of Absence fee should take notice of the “Continuation Fee” requirements in this catalog, because neglect could result in being dropped from the program and require reapplication to continue. The request for a Leave of Absence must be approved by the Program Chair and will normally only apply to unique hardships.

**PETITIONING FOR PROGRAM VARIANCE**

Unusual circumstances may give a student sufficient grounds to petition for a variance to specifically stated programs and requirements. Should a student believe he/she has such grounds, the student should submit a petition form to the appropriate
Program Chair. In some special cases, a Program Chair may take such a request to the Graduate Advisory Council; however, some programs provide less flexibility and are less receptive to such variances because of professional expectations. A student should discuss the advisability of such a request with his/her advisor.

PROGRAM OFFERINGS
This catalog serves as the 2015-2016 Graduate Academic Catalog. Should degree requirements change in future years, the requirements of this Catalog provide the basis for graduation requirements. Should a student withdraw from continuous study at Grace, and should the student desire to resume his/her program at a future date, the program requirements in the University Catalog at the time of readmission will serve as the catalog of record. Changing programs during one’s studies at Grace University is also sufficient reason to change the catalog of record to the current year’s Catalog. Should a program make some adjustments in academic requirements, a student may opt to update his/her catalog of reference; but a student should be advised that such changes may require some adjustments that could lengthen or increase the credits needed to complete. Advantages and disadvantages should be discussed with an advisor or the Registrar’s Office.

Information regarding tuition and fees in this Catalog only represents the rates for the stated academic year. These rates are reviewed and adjusted on a regular basis.

PROGRAM DELIVERY
Courses are offered in semester-long block formats (usually one evening per week with typically a 4:30 PM start time), modular formats (concentrated weekend, week-long, and/or longer), hybrid formats mixing the traditional block format and on-line learning, and on-line through the University’s learning management system. Please refer to the current course listings available from the Registrar (or posted on-line) regarding course offerings and schedules.

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, full-time/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 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 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.

READMISSION POLICY
- Any student who falls within the time frame of the Continuation Policy described need only notify the Admissions Office and the academic advisor of intentions to return to classes.
- Any student who has been out of school for longer than two semesters must reapply by going through the regular admission procedures.

Grace University will readmit veterans who leave the institution to perform military service and grant the same academic status as the last semester of enrollment. Students must give advance notice of their deployment or, if no advance notice is
given, must submit proof of service. This policy will not apply to veterans with a length of absence from the institution of six years or more, to veterans receiving a dishonorable or bad conduct discharge, or to those who are sentenced in a court-martial.

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 (FERPA) 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.

SCHOLASTIC PROBATION

A student’s academic standing is determined by his/her grade point average. To be eligible to continue in school, a student must have the following cumulative grade point averages as a minimum:

<table>
<thead>
<tr>
<th>Credits completed</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 0 and 9 credits</td>
<td>2.5</td>
</tr>
<tr>
<td>Subsequent to 10 credits</td>
<td>3.0</td>
</tr>
</tbody>
</table>

When the student’s grade point average drops below the above specified minimums, he/she is placed on scholastic probation and may remain in school only by special permission of the Academic Review Committee. Students should be aware that scholastic probation may have implications for financial aid.

SECOND MASTER’S DEGREE REQUIREMENTS

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, at least 24 additional semester credits are taken at Grace University;
2. All objectives and requirements in the second program are fully met.

TRANSFER OF CREDIT

Grace University normally accepts transfer credit from other accredited institutions when the grade is B- or better, the course fits into the student’s program of study, and no other institutional policies are violated. Transfer of credit is at the discretion of the department and of the Registrar.

On rare occasion, a student may wish to take a class at another institution while working on a degree at Grace University. On those occasions, a student must request permission in writing from their Program Chair before enrolling in that class. Students are required to send an email identifying the institution, the course number and ID, a course description, dates, and (if available) a syllabus. Once a class is completed, an official transcript must be submitted from the other school to the Grace Registrar for posting. Permission will not be granted to take classes that are currently being offered at Grace.

The Clinical Mental Health Counseling Program may accept as transfer credit a maximum of 25% (equating 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% 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 on a case-by-case basis if the student demonstrates adequate skills.
Students transferring in Helping Relationships from another school also may be required to take the six-week, zero-credit-hour Integration course. 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.

The Department of Christian Ministries responds warmly to students who enter with previous graduate credit from appropriately accredited institutions. However, the department will evaluate each class based upon recency, appropriateness and caliber in relationship to resident Grace offerings. Students must take at least 24 hours from Grace University. (Further information in this area is noted in other areas of this catalog and within the departmental handbook.)

Students in the Master of Arts in Teaching and Master of Science in Education programs will have previous graduate credit from appropriately accredited institutions reviewed and evaluated.

**USE OF ELECTRONIC DEVICES**

Cell phones and pagers are to be set on vibration or silent mode while class is in session. If a student must respond to a call or page, he/she should step outside of the classroom. No calls are to be initiated on a cell phone during class. It is expected that all students will use common sense and courtesy in relationship to in-class use of social media. If a student is using an electronic device in a disruptive way in class, the Instructor reserves the right to limit electronics use.

**WITHDRAWAL FROM THE PROGRAM**

If a student wishes to withdraw from the College of Graduate Studies during a semester, the student must consult with his/her advisor, complete and submit an Academic Withdrawal form to the Registrar’s Office, and finalize all financial arrangements with the Business Office and Financial Aid Office. Please refer to “Dropping Courses” for implications about final grades. Refund policies are described in the Financial Information section of the catalog and implications should be discussed with the Financial Aid Office personnel. Formal withdrawal from the College of Graduate Studies does not guarantee that the student’s place in program will be held.

**WRITING STYLE**

Students who enter a graduate program normally have experience writing papers that follow a common style of writing. Typical styles include MLA, Turabian, Chicago or APA. Faculty are granted discretion as to the style of writing most useful for any given class. Students should consult departmental handbooks concerning preferences for specific programs. Turabian or Chicago is usually preferred in humanities disciplines (e.g., Christian Ministries), while APA is often preferred in social science fields (e.g., Counseling). If a faculty member does not specify a particular style either orally or in a class syllabus (which sometimes happens with nonresident faculty), it is recommended that the student interact with the faculty concerning how best to prepare papers.
Degree Program:

Master of Arts in Christian Ministries

CONCENTRATIONS

BIBLICAL STUDIES
THEOLOGICAL STUDIES
MINISTRY LEADERSHIP
COUNSELING MINISTRY
RURAL CHURCH MINISTRY

PROGRAM PURPOSE AND DESCRIPTION

The Master of Arts in Christian Ministries degree is a general master’s program designed to provide students with a graduate-level education from within the evangelical tradition. Its purpose is to train and educate men and women for various kinds of Christian service. This program is targeted to three groups of people:

1. Those who would like to enter vocational Christian service on the staff of a local church or a parachurch ministry.
2. Those already involved in vocational Christian service who desire to improve their biblical and ministry skills.
3. Lay leaders within church and parachurch ministries who desire advanced training to broaden and extend their effectiveness for the cause of Christ.

CONCENTRATION DESCRIPTIONS

The program of study for the Biblical Studies and Theological Studies concentrations is a general curriculum that includes classes in biblical studies, theological studies, and select ministry proficiencies. Graduates in either of these concentrations gain skills to knowledgeably interpret and apply the Bible, develop and utilize some advanced ministry competencies, and address contemporary issues in our culture and the world.

The Ministry Leadership concentration is designed for students who desire to enhance their skills and training to serve in administrative or leadership positions within local church or parachurch (church-related) ministries. Various offerings relate to ministry skills, ministry leadership, teaching and speaking skills, and the biblical and theological foundations for ministry in the contemporary world.

The Rural Church Ministry concentration emphasizes preparation for ministry in a rural church setting. (Classes specific to this concentration are provided at an off-campus site through Rural Home Missionary Association [RHMA] headquarters in Morton, Ill.)

The Counseling Ministry concentration provides training in preparation for counseling work in a church or parachurch setting. (Most classes in this concentration are taken in cooperation with Grace’s Clinical Mental Health Counseling Department.)

GENERAL PROGRAM OBJECTIVES

Students who successfully complete this program within any of the concentrations should be able to do the following:

1. Carry out master’s-level research into the meaning and implications of scripture for life and ministry.
2. Understand and apply various principles of sound hermeneutics when interpreting the different genres that comprise scripture.
3. Foster and develop a biblically informed theology that leads to love and worship of God and alignment with his mission.
4. Examine and develop a Christian worldview, and
5. Discern a growing response of obedience to God and his self-revelation through:

   Spiritual transformation toward Christlikeness marked by love of God, love for others, and character development, as particularly embodied in the fruit of the Spirit.
6. Develop and implement effective ways to communicate biblical and theological truths to others using various available methods and technology.

7. Acquire some advanced understanding in one of the available areas of concentration (depending upon interest and availability of classes and faculty).

PROGRAM REQUIREMENTS

The Master of Arts in Christian Ministries is designed to be completed in approximately two years of full-time study. Credits toward graduation fall into the following categories:

**Foundation Requirements**  
12
See explanation detailed below

**Core Master of Arts Requirements**  
10
BS 503 Hermeneutics  
MS 501 Formation of Spirituality  
R 501 Foundations of Research  
TS 502 Introduction to Theological Studies

**Concentration Requirements**  
12
See explanations detailed below

**Remaining Electives**  
14
MS - - - Ministry Studies Electives  
Open Electives

**Total Hours**  
48

**Foundation Requirements**

This requirement is designed to provide a breadth of basic classes to prepare a student for master’s-level work in this field. This requirement can be fulfilled in several ways:

- Take 12 credits introductory graduate-level class work (typically 9 Bible; 3 Theology).
- Take up to 12 credits through the Institute of Theological Studies (9 Bible; 3 Theology).
- Combine the above two options (based on the area breakdowns of credit above).
- Transfer appropriate credit from graduate studies completed at another accredited school.

This 12-credit requirement may be waived, either in part or in whole, by those who have completed an undergraduate degree from an ABHE-accredited school (such as Grace University, or an equivalent in undergraduate Bible/Theology credit). (Such schools typically have an undergraduate requirement of 30 or more hours in Bible/Theology.) Transcript evaluation by the Chair of the Christian Ministries program will be required to determine the applicability (partial, if any, or all) of this waiver. Graduate classes taken from another appropriate institution normally require a B or higher (on a 4-point scale) for transfer.

**Core Master of Arts Requirements**

It is expected that a combination of five credits from the core requirements will be offered each semester, and completion of these 10 hours as soon as is reasonable within a student’s experience is strongly encouraged. The skills and knowledge base of information acquired in the core classes will be important for subsequent classes, and knowledge of their content will usually be assumed in “Concentration” classes and other open elective offerings.

**Concentration Requirements**

Concentration expectations vary, some being more directive than others. Further, availability of specific classes will depend upon student interest and faculty availability. The student must complete 12 credits in one of the following areas:
### Biblical Studies Concentration

BS - - - Electives 12

### Theological Studies Concentration

TS - - - Electives 12

### Ministry Leadership Concentration 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 541</td>
<td>Curriculum and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>MS 562</td>
<td>Leadership in the Local Church</td>
<td>2</td>
</tr>
<tr>
<td>MS - - - Electives*</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

*Depending on availability and student interests, some classes from within the CS offerings available to this department may be used to fulfill some credit requirements.

### Counseling Ministry Concentration* 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 604</td>
<td>Integration Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CS 605</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CS 618</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>CS 626</td>
<td>Counseling, Prevention, and Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>

*Classes for this concentration are taken from the Counseling faculty as a courtesy to the Christian Ministries degree students. Students are required to take a minimum of 12 CS credits. Offering of classes is subject to faculty availability and student interest. It is expected that the above classes will be taught on a regular basis, though alternative offerings may be taken with approval from a student’s advisor. Classes regularly available are described in “Course Descriptions.” (Those descriptions are found in section describing the Counseling Degree and requirements.)

### Rural Church Ministry Concentration* 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 560</td>
<td>Ministry in the Town &amp; Country Church</td>
<td>3</td>
</tr>
<tr>
<td>MS 563</td>
<td>Leading the Town and Country Church</td>
<td>3</td>
</tr>
<tr>
<td>MS 564</td>
<td>Faith Communication in Town and Country</td>
<td>3</td>
</tr>
<tr>
<td>MS 565</td>
<td>Pastoral Care in the Town and Country Context</td>
<td>3</td>
</tr>
</tbody>
</table>

* These courses are taken at RHMA headquarters in Morton, Ill. The courses are generally offered in five-day concentrated formats during the Summer.

### Electives

Unlike many professional programs, this degree is not highly scripted in relationship to classes that must be taken. Most students come with a desire to take some classes that move beyond those typically required. A total of 14 credits will be taken within the elective category. Six (6) credits are to come from within the MS or CS designations, reflecting the Christian Ministry component of the degree. The other eight (8) credits are “open” and may be taken from virtually any graduate offering within the school, provided the student can provide an advisor adequate justification for its applicability to a Christian Ministries degree. (Uncertainty as to what would be appropriate is arbitrated by the Department Chair if needed.)

Class offerings for the various concentrations are made available based upon expressed interest and faculty availability. With the approval of the faculty advisor, appropriate Institute of Theological Studies (ITS) classes may be used to fulfill some of these credits.

### Thesis Option

For a variety of reasons, some students within the Biblical or Theological Studies concentrations may desire to pursue an extended course of study on a particular topic that will culminate in a thesis or a creative/research project. Such a project is often useful before entering further graduate work, or it may be the culmination of interest in a given area that has developed
during matriculation. Completion of this option requires registering for the following two classes in sequence:

BS/TS 597 Guided Thesis Research (Fall only) 3
BS/TS 598 Thesis Writing (Spring only) 2

It is assumed that the five open elective credits used for a thesis or research project will be in an area of study consistent with the student’s concentration area credits. Students must seek and obtain approval for primary and secondary readers, and gain topic approval from the Department or Program Chair.

GRADUATION REQUIREMENTS

Students wishing to graduate with a M.A. in Christian Ministries must fulfill the following requirements:

☐ Satisfactorily complete 48 semester hours as outlined in the curriculum description.

☐ Take a minimum of 24 hours (typically the final 24) toward graduation at Grace University. Transfer hours are accepted at the discretion of the Program Chair and only for classes that received a B- or above (3.0 on a 4.0 scale).

☐ Complete the program within five years.

☐ Maintain a 3.0 GPA (see “Scholastic Probation” under Academic Policies).

☐ Evidence to the satisfaction of the faculty of proven Christian character and adherence to evangelical doctrines.
Course Descriptions

The curriculum offered through Grace College of Graduate Studies is organized into the following subject areas:

BS  Biblical Studies
CS  Counseling Studies/Clinical Mental Health Counseling
ED  Education
MS  Ministry Studies
R   Research
TS  Theological Studies
ITS Institute of Theological Studies

BIBLICAL STUDIES

BS 503  Hermeneutics  2 or 3
This class will investigate and apply the skills and principles necessary for sound interpretation of the biblical text. Focus will be on the balance of theory and practice. Attention will be paid to the history of interpretation, general and genre-based interpretive principles, the interpreter in the interpretive enterprise, and the role of hermeneutics in applying the text correctly to one’s (contemporary) audience. Credit load dependent on previous requirements.

BS 505  Jesus and the Gospels  2
This class is a study of Jesus as He is presented in the New Testament Gospels. It will explore the question of what “a gospel” and “the gospel” is, and it will survey the contributions of each of the canonical gospels to our understanding of Jesus and how he fits into the story of God’s mission. It will overview the life of Jesus as found in its context (political, religious/biblical and geographical) and examine what is knowable about a chronology of His life. Some time will be spent on areas of critical studies and the various “Quests” involved in understanding the “historical Jesus.”

BS 509  Biblical Backgrounds  4
This course is designed to study the history of the Ancient Near East, the cultures of those lands, or the material assets left behind that shed light on various portions of the Bible. Sources for this information include selected biblical passages and their associated literatures, selected Ancient Near Eastern texts, and archaeological remains. The class may be conducted on site in the land of the Bible.

BS 510  Geographical and Historical Settings of the Bible  4
A study of the physical features of the land of the Bible, stressing geographical factors affecting settlement and communication in the various regions. Preparatory map study and class previews provide the background to each trip in the field. Relevant archeological, historical, and biblical material is correlated with sites, roads, and features in each region. Regions studied and visited include Galilee, Golan Heights, Judah, Samaria, Negev, Shephelah, Jordan and Jezreel Valleys, Benjamin, Sharon Plain, and Philistia. This class is taken at Jerusalem University College.

BS 511  Genesis  3
An exegetical study of the book of Genesis in its cultural and historical setting, with attention to its critical problems, theological content, literary features, and modern exposition. As part of this course, each student is expected to exegete and teach one passage.

BS 512  Romans  3
An exegetical study of Romans emphasizing the theological content and development of the book’s argument. It seeks to understand the message in light of its first century audience and significance for today’s audience.

BS 514  Backgrounds and Cultures of the Bible  3
A study of the religious institutions, cultural practices, natural beliefs, geographical distinctive and chronological dimensions as they interplay with the Bible. Emphasis is placed on understanding background as it develops significance to the meaning.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 533</td>
<td>Hebrews</td>
<td>3</td>
</tr>
<tr>
<td>BS 563</td>
<td>Seminar in the Wisdom and Poetic Books</td>
<td></td>
</tr>
<tr>
<td>BS 564</td>
<td>Seminar in Isaiah</td>
<td></td>
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<tr>
<td>BS 565</td>
<td>Seminar in the Minor Prophets</td>
<td></td>
</tr>
<tr>
<td>BS 566</td>
<td>Seminar in the Historical Books</td>
<td></td>
</tr>
<tr>
<td>BS 571</td>
<td>Seminar in the Gospels and Acts</td>
<td>3</td>
</tr>
<tr>
<td>BS 572</td>
<td>New Testament Epistles and Revelation</td>
<td></td>
</tr>
<tr>
<td>BS 590</td>
<td>Seminar in the Acts</td>
<td></td>
</tr>
<tr>
<td>BS 591</td>
<td>Gospel of Matthew</td>
<td>3</td>
</tr>
<tr>
<td>BS 592</td>
<td>Seminar in the Pauline Epistles</td>
<td></td>
</tr>
<tr>
<td>BS 593</td>
<td>Seminar in the Prison Epistles</td>
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<tr>
<td>BS 594</td>
<td>Seminar in the General Epistles</td>
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<tr>
<td>BS 595</td>
<td>Seminar in the Johannine Literature</td>
<td></td>
</tr>
<tr>
<td>BS 596</td>
<td>The Gospels</td>
<td>3</td>
</tr>
<tr>
<td>BS 597</td>
<td>Guided Thesis Research</td>
<td>3</td>
</tr>
<tr>
<td>BS 598</td>
<td>Thesis Writing</td>
<td>2</td>
</tr>
<tr>
<td>BS 599</td>
<td>Supervisory Research</td>
<td>1–4</td>
</tr>
</tbody>
</table>

A rigorous study of the text with special consideration of the relationship between the Old and New Testaments. Study will be conducted concerning the book’s historical background. Additionally, students are challenged to apply lessons to present-day situations.

This class examines the four gospels and the book of Acts. Emphasis is placed on the nature of the gospels and Acts together with critical and introductory issues in the study of each. Attention is paid to the life of Christ and the unique contribution each writer brings to the study of Jesus, the gospel, and Christology. Acts extends the ministry of Jesus (through the Holy Spirit) from a Jewish sect in Jerusalem through the transition to offering the message of Jesus to all who would believe.

Surveys each of the Pauline and general Epistles along with the Apocalypse, highlighting historical background and setting, authorship and authenticity, biblical and theological content, and contribution to New Testament thought.

Designed to be a study of the text of the Gospel of Matthew. It will address issues related to the background of the gospel, its place in the canon, its biblical and theological content, its meaning to both the original audience as well as to a contemporary audience, and the nature and development of the argument of the book as it comes to us.

Examines the four gospels as found in the New Testament. Emphasis is on the nature of the gospels themselves and some of the critical and introductory issues in the study of each. Attention will be paid to the life and ministry of Christ as presented in each of the gospels, some of the unique contributions each writer brings to the study of Jesus, and some of the theological contributions each makes to orthodox Christology.

Taken in the Fall, this class will lay the research groundwork for the written portion that will take place in the Spring. Approval must be granted by a concentration advisor. Prerequisite: This class is a prerequisite to and taken in conjunction with BS 598 Thesis Writing.

Taken in the Spring, typically the year of graduation, this class is taken subsequent to BS 597 Guided Thesis Research. See description of thesis option under Program Requirements. For more information, see the Dean of Graduate School or the Chair of the Division of Biblical Studies.

This special area of biblical investigation is selected with the guidance and supervision of the Chair of the Division of Biblical Studies 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, complete bibliography, and critical paper are required. Attendance at regular seminars may also be required.
BS 631  Greek for Exegesis 1
This course is designed to introduce students to biblical Greek. The emphasis is on helping students understand how the language works and learn it sufficiently in such a fashion to be able to use it for basic exegesis of New Testament Greek texts. The focus will go beyond simply memorization to using the language in a contemporary ministry context. (Availability of this class depends upon student interest.)

BS 632  Greek for Exegesis 2
This course is designed as continuation class for BS 631 Greek for Exegesis 1. Focus will be on the process of using Greek exegesis and the development of an exegetical process. The use of computers and digital resources will be investigated, and the use of a combination of both Greek knowledge and those digital sources for exegesis will be expected. (Availability of this class depends upon student interest.)

BS 651  Greek Grammar 1
An introduction to Koine’ Greek grammar. Emphasis is on basic vocabulary, verb forms, and case structure. Skills to learn a foreign language are addressed. (This class is typically taken in conjunction with undergraduate students.)

BS 652  Greek Grammar 2
A continuation of Koine’ Greek grammar. Emphasis is on mastery of vocabulary, verb forms, and case structure. Translation of first-century Johannean literature begins this semester. Prerequisite: BS 651 Greek Grammar 1. (This class is typically taken in conjunction with undergraduate students.)

BS 653  Greek Exegesis 1
Based on one’s knowledge of Koine’ Greek, the emphasis is on refinement of grammar and syntax. Translation and exegesis of first century Greek literature especially the Gospel of John is done. Prerequisite: BS 652 Greek Grammar 2 or Instructor’s permission. (This class is typically taken in conjunction with undergraduate students.)

BS 654  Greek Exegesis 2
This is a continued exegesis of first century Greek literature with special emphasis on passages with potential exegetical controversy or significance for the Christian life. Prerequisite: BS 653 Greek Exegesis 1 or Instructor’s permission. (This class is typically taken in conjunction with undergraduate students.)

BS 655  Introduction to the Septuagint
A study of the Greek text of the Septuagint (LXX). Background and related historical issues will be surveyed, including important LXX manuscripts. Translation of various LXX passages will provide hands-on experience. Prerequisite: BS 654 Greek Exegesis 2 or instructor's permission.

BS 656  Ancient Inscriptions
This course includes the study and translation of ancient inscriptions from the biblical period, particularly in Hebrew, Aramaic, and Greek. Particular attention will be focused on inscriptions that are of interest for the study of the Old and New Testaments or their backgrounds. Prerequisite: BS 654 Greek Exegesis 2 and BS 732 Hebrew Grammar 2, or instructor's permission.

BS 658  Psalms
Introductory material will include an examination of Hebrew poetry, the structure of the book itself, and an overview of the titles to various Psalms. Psalms will be examined in light of their setting, themes, purpose, and genre.

BS 731  Hebrew Grammar 1
The study of the essentials of Hebrew grammar, including the alphabet, vocabulary, and the major verb stems. The importance of accurate translation is emphasized. (This class is typically taken in conjunction with undergraduate students.)

BS 732  Hebrew Grammar 2
The practical demonstration and application of grammar, reading, and exegesis in the Hebrew Old Testament. Prerequisite: BS 731 Hebrew Grammar 1. (This class is typically taken in conjunction with undergraduate students.)

BS 741  Pentateuch
A study of the content of the first five books of the Bible with special emphasis on the foundational nature of these books for the rest of the Bible. (Can be used to fulfill Foundation Requirements or electives requirements.)
BS 742  Historical Books  3
The composition and content of Joshua through Esther is studied within their chronological, political and geographical settings. The class will examine important theological themes and areas of criticism related to these books. (Can be used to fulfill Foundation Requirements or electives requirements.)

BS 743  Poetic Books  3
An examination of the poetic and wisdom books of the Old Testament. Not only will the composition and content of Job through Song of Solomon be studied, but the students will examine how books handle a broad range of human emotions and feelings. (Can be used to fulfill Foundation Requirements or electives requirements.)

BS 744  Prophetic Books  3
A study of the composition and content of the Major and Minor prophets of the Old Testament with special emphasis to how they fit into the broad sweep of Old Testament history. (Can be used to fulfill Foundation Requirement Classes or Electives requirements.)

COUNSELING STUDIES
The following classes are made available as a courtesy of the Counseling Department to master’s students in the Christian Ministries program. These classes will be of special interest to those in the Counseling Ministries concentration, though others may have an interest in taking offerings to fulfill open elective requirements. For specific class descriptions, please see Class Descriptions in the segment of the catalog that describes the Counseling Program.

CS 604  Integration Issues in Counseling  3
CS 605  Helping Relationships  3
CS 618  Marriage and Family  3
CS 626  Counseling, Prevention, and Intervention  3
CS 664  Suicide Prevention Education  1
CS 674  Counseling International Workers  3
CS 675  Cross-Cultural Counseling  3
CS 676  Counseling Field Experience  3–6
CS 673  Forgiveness and Reconciliation  3

MINISTRY STUDIES
MS 501  Formation of Spirituality  3
A course essentially seeking applied sanctification. The elements of study include: developing the value of community and accountability; owning the vision of spiritual formation; assessing and appreciating God’s unique investment in the Christian; and growing in understanding of the hindrances of the flesh in spiritual growth and relationships.

MS 505  Ministry Foundations  3
The development of a ministry philosophy that is biblically consistent and sociologically sound will be the primary focus of this course. The emphasis will be on developing practical relationships with volunteer and ministry staff, the leadership process, and organization and development of the Christian education cycle.

MS 511  Communicating God’s Word 1  3
This course is designed to help the student prepare lessons that are based directly on God’s word. Emphasis will be placed on communicating the epistolary portions of God’s word. Gender-specific labs are included as part of this course.

MS 512  Communicating God’s Word 2  3
This course builds on the principles learned in MS 511 with emphasis on communicating narrative, poetic and prophetic portions of God’s word. Gender-specific labs are included as part of this course.
### MS 516  Historical and Philosophical Perspectives of Education  
3  
This course is designed to investigate the historical development of education and the changing philosophical influences in the United States. Examination of these external factors is on educational organization, content, and method. Emphasis is on comparing secular/biblical frameworks for education and analyzing the major philosophical influences on educational techniques and assumptions.

### MS 518  Intro to Women’s Church Ministry  
2  
This course is designed to study ministry to and for women. Women taking this course will be prepared to lead various women’s ministries in and out of a local church context. This course substitutes for MS 562 for female students.

### MS 522  Rural/Small Church Ministry  
3  
The purpose of this course is to provide a highly practical, and distinctly evangelical, course for new (less than two years) rural and urban pastors and pastors-in-training. The classes for this course are held at the facilities of the Christian Resource Center in Giltnor, NE., every June.

### MS 525  Church Planting  
1  
A study of the principles and methods used to start and grow churches in various settings. It involves both practical elements employed by churches actually involved in church planting and growth, as well as the theories used in developing new churches.

### MS 526  Family Ministry  
3  
The goals of this course center around ministry to families in the church. Focus is on the theological foundations of the family and understanding the current cultural trends that affect families. Students will explore various stages of family development, structure, and leadership with emphasis on ministry strategies to contemporary families.

### MS 532  People and Ministry Skills  
3  
This course focuses on developing confidence in relationship building, communication, and ministry skills. The emphasis is on educational ministries within the church and parachurch ministry, but examples from intercultural, business, and other areas are given.

### MS 538  Discipleship  
2  
This course focuses on the discipleship process within the local church. Areas of discussion include evangelism, following up, establishing, growing, equipping and preparing people for leadership.

### MS 541  Curriculum and Teaching  
3  
This course surveys the principles and practices of educational ministry. A theoretical foundation is laid that will equip the student in developing a breadth and depth of effective teaching. Topics include theological foundations, philosophical assumptions, anthropological considerations, educational strategies, understanding the teaching-learning process; developmental levels of adults, youth, and children; the educational programs of the local church; lesson plan (curriculum) development; developing a style as a teacher; and the family as a critical context for learning.

### MS 552  Ministry in the Local Church  
3  
The student will explore two primary functions of ministry in the local church: education and evangelism. The student will learn how to design and direct various programs in these areas of church life.

### MS 560  Ministry in the Town and Country Church  
3  
An overview of ministry in the town and country culture with an emphasis on understanding the varied types of town and country contexts and how each affects pastoral work and strategy. The town and country culture is experienced as well as studied during the class. (This class is taken through RHMA Headquarters in Morton, IL.)

### MS 562  Leadership in the Local Church  
2  
This course will explore the various aspects of male leadership within the context of a local church. Special emphasis will be given to the training of other leaders in the church.
MS 563 Leading the Town and Country Church 3
This course looks at how town and country residents think and the spiritual and social tools required to lead them. The course examines the standard issues of church leadership as they apply to the town and country church. It also touches on the role of the pastor as community leader. (This class is taken through RHMA Headquarters in Morton, IL.)

MS 564 Faith Communication in Town and Country 3
The oral culture and intimacy of the town and country context present a unique set of circumstances for preaching, evangelism, discipleship, and youth and children’s ministries. This course explores the ways town and country culture impacts and reshapes the common methods and strategies for communicating the Gospel. (This class is taken through RHMA Headquarters in Morton, IL.)

MS 565 Pastoral Care in Town and Country Context 3
Pastors in isolated settings find themselves facing a large number of pastoral care issues, some unique to the context, with less help than their suburban and urban counterparts have available. This course looks at some of the stresses town and country life places on pastors and their families as well as those in the church, and explores ways pastors can keep themselves spiritually, emotionally, and physically healthy to be able to offer pastoral care to others. (This class is taken through RHMA Headquarters in Morton, IL.)

MS 572 Church Worship 2
This is a study of biblical principles of worship, especially as they pertain to organized corporate worship services. This is designed for those in church leadership to help them design and lead church worship services.

MS 590 Ministry Internship 2
This course is designed for Biblical Studies Ministry Concentration students to get field experience in a ministry context.

MS 592 Education Internship 2
This course is designed for Biblical Studies Education Concentration students to get field experience in an education type ministry context.

MS 618 Pastoral Theology and Care 3
This course will theologically integrate the ministries of the pastoral office aiding students in developing a biblical pastoral identity. Pastoral ministries such as such as officiating weddings, funerals, baptism, the Lord's supper, and soul care will be addressed.

RESEARCH

R 501 Foundations of Research 2
This is an introductory course in research methods for graduate students. The course will include an overview of biblical research methods as well as quantitative and qualitative methods used in social science research. The course will also include an overview of the electronic resources available from the Grace University library.

THEOLOGICAL STUDIES

TS 502 Introduction to Theological Studies 2 or 3
A study of prolegomena, the nature, method, and sources of theology and bibliography, which covers revelation, inspiration, inerrancy, illumination, preservation of the text, and Bible interpretation, which includes an introduction to dispensationalism. Credit load dependent on previous requirements.

TS 520 American Evangelicalism 3
This course provides an overview of the historical and intellectual development of contemporary American evangelicalism. Areas of focus include: defining evangelicalism, the theological and intellectual currents of evangelicalism, the interface of Christ and culture, and the future of American evangelicalism.
### TS 528 Trinitarianism
A study of the unity and diversity of the persons and functions of the Trinity with special attention given to the person and work of Jesus Christ and the Holy Spirit’s present work in ministry. TS 502 is a prerequisite for this course. This course may be taken at same time that TS 502 is taken.

### TS 537 Islam and Christianity
Build a foundational understanding of Islam - its origins, beliefs, view of the Qur’an, as well as Muslim perspectives on Christians and Christianity. Learn how you can make friends and effectively share your faith with Muslims.

### TS 546 Theology of Leadership
An analysis of the qualities and practices of the effective Christian leader based on principles in Scripture and related literature. Emphasis is on devising a personal philosophy of spirit and leadership and a leadership development plan.

### TS 550C American Faiths
This course is a survey of religious groups that claim to be “Christian” but whose theological positions are inconsistent with orthodox Christianity. Historical data about each group and its religious roots, as well as systematic comparison of each group theology as compared to Scripture is emphasized. This course also will address world religions that now have an American face. This course is web based. Not open to students who have taken the undergraduate course TH 300 American Faiths in the 21st Century (formerly TH 300 Truth Twisters / What They Believe).

### TS 560–580 Seminar in Theological Issues
These are special issues courses which may be offered on a periodic basis. Each seminar examines current thoughts, trends, historical development, and relevant authors in the field of study.

| TS 561 | Seminar in Contemporary Moral Issues |
| TS 562 | Seminar in Bibliology |
| TS 563 | Seminar in Theology Proper |
| TS 564 | Seminar in Christology |
| TS 565 | Seminar in Pneumatology |
| TS 566 | Seminar in Angelology |
| TS 567 | Seminar in Anthropology |
| TS 568 | Seminar in Hamartiology |
| TS 569 | Seminar in Soteriology |
| TS 570 | Seminar in Ecclesiology |

### TS 581–597 Seminar in Biblical Theology
These are special issues courses that may be offered on a periodic basis. Each seminar evaluates the theological ideas, current developments, and relevant issues within a specific area of Biblical Theology.

| TS 581 | The Theology of the Pentateuch |
| TS 582 | The Theology of the Historical Books |
| TS 583 | The Theology of the Wisdom and Poetic Books |
| TS 584 | The Theology of the Major Prophets |
| TS 585 | The Theology of the Minor Prophets |
| TS 586 | The Theology of Luke |
| TS 587 | The Theology of Paul |
| TS 588 | The Theology of Peter |
| TS 589 | The Theology of John |
TS 590  Special Issues in Biblical Theology

TS 597  Guided Thesis Research  3
Taken in the Fall, this class will lay the research groundwork for the written portion that will take place in the Spring. Approval must be granted by a concentration advisor. Prerequisite: Class is a prerequisite to, and taken in conjunction with TS 598.

TS 598  Thesis Writing  2
Taken in the Spring, typically the year of graduation, this class is taken subsequent to TS 597. See description of thesis option under Program Requirements. For more information, see Dean of Graduate School or the Chair of Bible Division.

TS 599  Supervised Research  1–4
This special area of theological investigation is selected with the guidance and supervision of the Dean of Graduate Studies, 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, complete bibliography, and critical paper are required. Attendance at regular seminars may also be required.

TS 621  Sin and Salvation  2
A study of the nature/origin of sin (personal and original) and the doctrine of salvation. Areas of study include an examination of the origin of evil, the meaning of sin, the means and nature of imputation of sin, the imputation of righteousness, and other essential and current issues. Additionally, the essential elements of the Gospel, the fate of those who have not heard the Gospel, and issues related to sanctification will be discussed. TS 502 is a prerequisite for this course. This course may be taken at the same time as TS 502.

TS 622  Angels and Humanity  3
A study of the nature and doctrine of unfallen and fallen angels including Satan. The creation of man, the fall of man, the nature and origin of sin (personal and original) are also studied. TS 502 is a prerequisite for this course. This course may be taken at the same time as TS 502.

TS 723  The Church and Last Things  3
A study of the development and distinctions of dispensational theology. Special emphasis is paid to the nature and function of the church and a dispensational approach to future events including the rapture, the tribulation, and the millennium. TS 502 is a prerequisite for this course. This course may be taken at same time as TS 502.

TS 742  Contemporary Theology  2
A study of contemporary issues, thinkers, and trends in theology.

INSTITUTE OF THEOLOGICAL STUDIES

OLD TESTAMENT

ITS 502  Conquest and Settlement  2
Few nations have experienced such blessing as Israel, and fewer yet have experienced such failure. This course follows the journey of the people of Israel in Joshua, Judges, and Ruth as they cross the Jordan River, overtake and divide the land, and fall into a cycle of sin and repentance. Significant events will be analyzed in their historical and cultural contexts, such as the fall of Jericho, the day the sun stood still, and the defeat at Ai. Students will explore the ministry of important judges like Gideon, Jephthah, and Samson, as well as the life and lessons of Ruth. Throughout the course, Dr. John Davis places emphasis on theological and practical truths gleaned from these books. Supervising faculty member: Dr. John Holmes.

ITS 503  Understanding the Old Testament  3
The Old Testament is often viewed as antiquated, mysterious, and even irrelevant. In this course, Dr. Bruce Waltke shows how Old Testament theology is pivotal to the universal goal of redemptive history: the rule of God and the establishment of God’s kingdom in all the earth. The course tracks salvation history as it appears in nearly every book of the Old Testament, and shows the vital relationship of the Old Testament to the New. Throughout the course, Dr. Waltke applies the doctrines of kingdom and salvation to the Christian life. Supervising faculty member: Dr. Kris Udd.
ITS 504 The Book of Proverbs

“Happy is the man who finds wisdom, and the man who gains understanding” (Proverbs 3:13). In this course, students discover the role of wisdom in the Book of Proverbs by doing an exegetical study of its contents in their cultural, historical, and literary settings. The course begins with an analysis of the book’s structure and purpose, focusing on the forms of wisdom literature as seen in the literary structure of Proverbs. Dr. Bruce Waltke then moves to poetic analysis and finally to the prominent theme of wisdom that permeates the book. Students are encouraged to apply wisdom themes to life. Supervising faculty member: Dr. John Holmes.

ITS 505 The Christian and Old Testament Theology

How does the Old Testament relate to the New? How do God’s people today relate to the people and teaching of the Old Testament? This course considers such important issues by examining the foundational theology of the Old Testament as applied to the New Testament and the Church. The course identifies the focal point for the Old and New Testaments, and includes discussions on continuity and discontinuity between the Testaments, saving faith, the people of God, law, worship, atonement, the Kingdom of God, the Messiah, and the New Covenant. Throughout the course, Dr. Walter Kaiser shows how Old Testament theology is vital to contemporary Christian living. Supervising faculty member: Dr. Richard Dahlquist.

NEW TESTAMENT

ITS 506 The Gospels/Life of Christ

The most compelling and important story in history is the story of Christ. In this course, students complete a chronological and synthetic study of the Gospels’ accounts of Christ’s birth, life, death, resurrection, and ascension. The course focuses on the time, place, circumstances, and people involved in the events of our Lord’s ministry. From the Incarnation to the Ascension, students will grasp a fuller understanding of Christ’s words and works, especially in light of the Old Testament prophecy and cultural context. The goal of the course is that Christ will impact students’ lives as He did those first-generation followers, leading them to worship and serve Him as they minister to others. Supervising faculty member: Dr. Karl Pagenkemper.

ITS 507 Epistles and Revelation

Correct theology is inseparable from correct living. The New Testament epistles reinforce this concept as they demonstrate both the why and how of kingdom living. This course surveys the New Testament epistles and the Book of Revelation, examining both the introductory issues and the basic content of each book. Students will wrestle with significant and challenging passages by exploring the major issues and then interacting with specific passages through inductive Bible study. The goal of the course is to gain an increased commitment to and capacity for applying these portions of God’s Word to the world and Christian living today. Supervising faculty member: Dr. Karl Pagenkemper.

THEOLOGY

ITS 508 Christian Ethics

In a self-centered culture, how do we demonstrate a God-centered ethic? This course presents a biblical model for ethics in a postmodern world, examining the ethical theories of obligation and value from a philosophical perspective. The lectures survey various ethical systems, identify unstated assumptions in ethical theories, and evaluate those theories for legitimacy, relevancy, and cogency. The goal of the course is to provide students with a Christian framework of values and ethics, leading them to make God-honoring decisions in a truth-relative world. Supervising faculty member: Dr. Gary Nebeker.

ITS 509 Survey of Church History

Church history is the heart of His story, God’s kingdom work on earth. This course explores the development of the Christian church from Pentecost to the present. It covers key people and events that God used throughout history to bolster His church and also those negative influences that infected her. The goal of the course is to use lessons from church history to advance the kingdom of God in life and ministry. (This course serves as a synthesized combination of ITS courses CH 506 The History of the Church to the Reformation and CH 507 The History of the Church Since the Reformation.) Supervising faculty member: Dr. Gary Nebeker.

ITS 510 Effective Administrative Leadership

A productive church must have productive leadership. This course will help students to be effective Christian administrative leaders. The course provides a balanced emphasis on both the biblical theories of leadership as well as the practical, day-to-day information needed for successful leadership. The goal of this study is to obtain a fresh understanding of the practical application of biblical leadership principles in their ministry settings. Supervising faculty member: Dr. Richard Ramsey.
**Grace University**  
**College of Graduate Studies**  
**Master of Arts in Christian Ministries**

**Total Program Credits 48**

**Core Courses (10 Hours)**

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<th>Course</th>
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<td>BS 503 Hermeneutics (3)</td>
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<td>MS 501 Spiritual Formation (3)</td>
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<td>R 501 Foundations of Research (2)</td>
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<td>TS 502 Introduction to Theological Studies (2)</td>
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**Foundation Requirements (12 Hours)** (One of the following)

12 hours of Graduate Bible or Theology  

**Concentration (12 Hours)** (Choose one)

**Biblical Studies**

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**Ministry Leadership**

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<td>MS 541 Curriculum and Teaching</td>
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<td>MS 562 Leadership in the Local Church</td>
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**Counseling Ministry**

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<td>CS 604 Integration Issues in Counseling</td>
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<td>CS 605 Helping Relationships</td>
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<td>CS 618 Marriage and Family</td>
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<td>CS 626 Counseling, Prevention and Intervention</td>
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<td>CS --- Electives</td>
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**Electives (14 Hours)**

**Restricted Electives (Ministry Studies) (6 Hours)**

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(Can be fulfilled by MS and/or CS classes)

**Open Electives (8 Hours)**

(If the thesis option is chosen BS or TS 597 and BS or TS 598 are required.)

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* These courses taken at RHMA headquarters in Morton, Ill.
Degree Program:

Master of Arts in Counseling

CONCENTRATIONS

CLINICAL MENTAL HEALTH COUNSELING (CMHC)
SCHOOL COUNSELING (SC)

PURPOSE OF THE PROGRAMS

The Clinical Mental Health Counseling (CMHC) Concentration is a 62-credit-hour program. The program is designed for those interested in pursuing the State of Nebraska’s licensure standards for Provisional Licensed Mental Health Practitioner (PLMHP), Licensed Mental Health Practitioner (LMHP), Licensed Independent Mental Health Practitioner (LIMHP), and Licensed Professional Counselor (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 graduates to work in a variety of settings where they can apply the training as mental health professionals to help people gain healing and wholeness.

The School Counseling (SC) Concentration is a 50 credit-hour program. The program is designed to train highly skilled school counselors, who are committed to serving the needs of children, their families, and the public. The program provides the courses necessary for meeting Nebraska’s school counselor certification required for employment as a school counselor at the elementary, middle, and secondary levels. Students are able, if they choose, to meet requirements for more than one level of certification (i.e., elementary and secondary school counseling). It is the student’s responsibility to determine if the SC program meets the licensure requirements in any selected state.

Both programs combine contemporary counseling techniques and theories with a solid Biblical foundation for a spiritual balance in the counseling approach. Students in the programs will wrestle with scripture and mature spiritually, personally, and professionally. Those desiring further study will be poised for the pursuit of doctoral degrees including the Ph.D. in Counselor Education & Supervision.

STATEMENT REGARDING THE NATURE OF COUNSELOR EDUCATION AND TRAINING

As students enter their course of study in the counseling programs, 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 also should be aware 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 also are 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 counseling programs, students may meet with faculty for a maximum of three times to assess and triage a situation. 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 Chair of Counseling Programs; or
- to withdraw from the program itself.

The desired end result is that all pertinent issues are sufficiently addressed and/or resolved and it is determined that the student is able 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 counseling 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.

DISCLAIMER

Courses that are offered through the Counseling programs, 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. Because laws vary from state to state and from country/province to country/province, students are advised to discuss specific question(s) with the proper authorities. 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, therapist, or school counselor. Students are advised to check with the specific regulatory or legal requirements that may presently exist in their state, province or country.

**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: Licensed Alcohol and Drug Counselor (LADC), Marriage and Family, and Cross-Cultural 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/provinces, 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. Course work 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.

- **CROSS-CULTURAL COUNSELING TRACK**: Designed for students interested in primarily working with mission organizations domestically and globally.

**COUNSELING CURRICULUM**

“Full time” for purposes of the counseling course sequence is defined as six hours per semester. The faculty is committed to including 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) (the counseling programs are working toward CACREP Accreditation and are NOT currently CACREP Accredited). 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 Chair, 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 full-time status within a year.

**PROGRAM FORMAT**

The counseling courses are offered in a traditional and hybrid format. Courses may have e-learning components as noted in the course syllabus. The University uses ItsLearning as its e-learning platform.

**INTEGRATION OF FAITH AND LEARNING**

The M.A. in Counseling 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 counseling program is based on a broad commitment to the Judeo-Christian worldview. Many of the graduates work in practice contexts where clients of similar faith traditions deliberately seek them out. Consequently, the programs are 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 religions. Yet a primary goal of the training program is to facilitate “worldview integrity” in its Christian counseling trainees. This is accomplished through the inclusion of integration objectives in each course. Additionally, counseling students can select additional electives beyond the program credit-hour requirement that includes instruction in Theological and Biblical Studies from the Christian Ministries Degree.

**COURSE OFFERINGS BY SEMESTER**

Course offerings by semester can be found on the Grace University website: www.GraceUniversity.edu/academics/registrar_office.shtml

**CMHC EXIT EXAM**
All CMHC students will be required to take, prior to graduation, the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation. The current fee for this exam is $50.00, but may be subject to change. The department will cover the cost of the first administration of the exam. The CPCE is administered in the spring and fall semesters, and may be taken once a student has completed 30 hours of Core 1 and Core 2 coursework (see Counseling Student Handbook). It is in the student’s best interest to take the CPCE after they have completed or are currently in the 8 courses listed below, which will be covered in the examination. Upon completion of the required 30 hours, students must complete the department application to take the CPCE (Appendix J in the Counseling Student Handbook). All students will be required to pass this official exit exam before graduation. The cut-off score is determined by the 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 possible remediation plan would require students to retake the course sections with low grades at the student’s expense. Once a completed satisfactory remediation plan with a passing score has been submitted and approved by the counseling department faculty, the student’s degree will be conferred. 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
- Compares our program’s results to national data
- Preparation for licensure/NCE 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 and Development; Social and Cultural Diversity Foundations; Helping Relationships: Group Counseling; Career Development: Assessment and Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics.

The CMHC 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.

Counseling students should be aware of the following:
1. Core 1 courses must be passed with a grade of B before beginning Practicum. These courses are:
   - CS 602 Introduction to Professional Clinical Counseling
   - CS 604 Integration Issues in Counseling*
   - CS 605 Helping Relationships
   - CS 606 Professional Orientation and Ethics
   - CS 608 Counseling Theories
   - CS 609 Psychopathology and Diagnosis
   - CS 651 Assessment & Appraisal *
2. Summer Internship hours will be completed over a 12-week period. This depends upon availability of supervision.
**Course Descriptions**

**CS 601  Personal Evaluation**  
1  
An exploration of the student's personal background, strengths and challenges, and the potential impact on working with others. There is an additional fee for this class.

**CS 602  Introduction to Professional Clinical Counseling**  
1  
This course addresses counselor professional identity formation, and issues related to the practice of professional counseling. Students will explore development of their own personal counselor identity formation. Within this course, students will be introduced to the counseling profession and given opportunity to examine current issues related to the practice of professional counseling and related fields. The course will provide students with an overview of the historical development of counseling as a profession, discussion of counselor licensure, and an overview of major professional organizations, specialties, and credentialing options available to mental health professionals.

**CS 603  Professional Orientation and Development**  
2  
This course will provide students with an overview of the field of professional counseling and the role of the Clinical Mental Health Counselor. Special attention will be given to the ongoing development of the identity of the professional counselor through training, supervision and professional organizations. This course is open to students in the CMHC program.

**CS 604  Integration Issues in Counseling**  
2  
This course will provide the student with a beginning framework as to the role and practice of spiritual integration from a Christian perspective in the field of counseling. Issues such as the role of evil, prayer, sin, the Holy Spirit, and the definition of Christian counseling will be addressed. Central to the course is the development of the Christian Counselor’s worldview and how one’s worldview influences counseling work with a concentration on multicultural issues and different belief systems. Additionally, this course will consider the different views of spiritual integration in counseling.

**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 the 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 606  Professional Orientation and Ethics**  
3  
This course will provide students with an overview of the field of professional counseling and the role of the Clinical Mental Health Counselor. Special attention will be given to the ongoing development of the identity of the professional counselor through training, supervision and professional organizations. This course is open to students in the CMHC program only.

**CS 607  Legal and Ethical Issues in Counseling**  
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 using 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 Statistical Manual of Mental Disorders. Integration issues such as the role of sin, evil, and the perception of mental illness within the Christian community also will 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 should consider the electives CS 681, CS 682 and CS 683).

CS 613  Management and Accountability  3
This course is designed to provide school counselors with information on management systems, accountability and leadership skills. It will allow the students an opportunity to explore professional development and how to function as consultant in collaboration with others in a team. They will explore program development and their role as a leader. Students will explore and develop management tools, the use and incorporation of emerging technologies. Participants will design, implement, and evaluate a comprehensive developmental school counseling program.

CS 614  Introduction to Professional School Counseling  1
This is an exploratory course for candidates entering the field of professional school counseling. Students will become familiar with the history, philosophy, and trends in school counseling and the educational systems, as well as current trends in education in relation to federal and state legislation. In addition, students will know the roles, functions, settings and professional identity of a school counselor with in a multidisciplinary team.

CS 615  Enrichment Programs and School Counseling Groups  3
This course provides an overview of the principles of group theory, dynamics, and process as applied to school counseling settings. 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. The subject of group counseling and enrichment programs in school settings is studied. We will explore the design, set up and administration of groups and enrichment programs. Included in this course is a supervised group practice and 10 hours of group experience supervised by a licensed professional. Prerequisite: CS 605.

CS 616  Survey of Issues in School Counseling  3
This course will allow students an opportunity to study and evaluate what activities school counselors are currently engage in and consider strategies to deal with clients and families. The student will understand the relationship of the school counseling program to the academic mission of the school. The concepts, principles, strategies, programs and practices designed to close the achievement gap, promote academic success, and prevent students dropping out, will be explored. The student will understand K-12 guidance curriculum design, lesson plan development, and classroom management strategies. Students will conduct programs to enhance student academic development, ensuring equitable access to resources that promote academic achievement, personal, social, and emotional development and career development.

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 on the special needs and characteristics of diverse client populations also will be emphasized.

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 and Intervention

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 also will learn to recognize his/her own limitations as a clinical mental health counselor and the importance of self-care in the profession.

CS 630 Seminar: Self-Esteem from a Christian Perspective

The course will include a discussion about the characteristics of a Christian counselor and will provide an overview of a variety of Christian approaches to counseling. It will approach the issue of self-esteem by looking at true and false sources of identity and how to help a client overcome a false source of identity. The student will gain an understanding of how emotional beliefs are transformed through the use of biblical truth.

CS 632 Seminar: Self-Esteem II from a Christian Perspective

The course will include a discussion about the difficult questions in resolving hurts, exploring personal responsibility, hurts caused by others, and hurts that are an unavoidable part of life. The student will be equipped to help others acknowledge their own part in causing problems and creating natural consequences for behaviors. Practical tools will be provided for helping someone understand how to forgive, the consequences of choosing not to, obstacles to forgiveness and benefits of doing so. Suggestions will be given for how to identify with and support a person who is suffering, how to provide a perspective on the difficult “why questions” associated with suffering, as well as how to respond to a variety of forms of suffering.

CS 633 Play Therapy

The course is designed to introduce the student to play therapy. The student will develop skills in effective play therapy and the utilization of sand tray therapy. The class will cover basic theory and the process of the therapeutic use of the play and sand therapy. Emphasis will be given to practice and acquisition of basic play skills. This course will provide: an understanding of philosophic bases of play processes; consultation; theories and applications; helper self-understanding and self-development; and facilitation of client or consultee change or growth and development. Integration of psychological and biblical principles will be examined throughout the course.

CS 635 AACC Conference

A special area of investigation, based on attendance at the American Association of Christian Counselors (AACC) conference. Students are expected to collect, analyze and present the findings of a given track (e.g., Marriage and Family, Trauma, Addiction, etc.) in a scholarly way following the conference. Students will select a track with the approval of the instructor, and attend all workshops pertaining to that track.

CS 641 Human Growth and Development

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 multicultural 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 643 Counseling International Workers

In this course, the student will examine the field of member care, and develop an understanding of issues such as culture shock, burnout, compassion fatigue, team dynamics, resiliency, and trauma caused by international disasters.

CS 644 Social and Cultural Diversity

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 internationally. 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 also will examine theories of multicultural counseling, identity development and social justice, together 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

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 supervised by a licensed professional.

CS 651 Assessment and Appraisal

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. This course has an additional course fee. Prerequisites: CS 607, CS 609.

CS 654 Program Development and Evaluation

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 658 Career Development

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 so students can gain the 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 such 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 661 Criminal Behavior and the Court System

This course focuses on 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 663 Mindfulness and Relaxation Techniques

This course teaches students about the practice of cultivating nonjudgmental awareness in day-to-day life. Students will learn the application of mindfulness techniques for personal and clinical applications. This course teaches participants lifelong 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 that 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 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 also will be addressed. This course is not intended to provide students with all the necessary information and skills to intervene with suicidal clients/people; rather it is an introductory overview. Students should seek supervision if placed in situations where they are dealing with suicidal clients/people.

**CS 665 Psychopharmacology** 2

An introduction to medication commonly used 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 throughout history and the current trends in Western and non-Western societies. Different theoretical approaches to eating disorder etiology and treatment also will 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. There will be a review of how the most successful treatment facility in the United States approaches eating disorder treatment from a Judeo-Christian perspective.

**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 these age groups, including specific skills for working with children and adolescents.

**CS 672 Counseling Older Adults** 2

This course will focus on the particular counseling needs of older adults, including stage-of-life transitions, spiritual needs, grief and loss, and "wellness" care, in addition to mental health issues such as dementia.

**CS 673 Forgiveness and Reconciliation** 3

This course focuses on three objectives: (1) addressing the essential theme of forgiveness in historic Christian theology as it interfaces with the counseling profession; (2) investigating the application of forgiveness to Christianity and counseling; (3) extending current knowledge of forgiveness in mental health practice by conducting a literature review. Objective 1 looks at the history and current considerations of important theological debates within Christian traditions regarding forgiveness. Objective 2 explores the process by which forgiveness is understood within the Christian tradition, which is contrasted to religious, spiritual, and secular mental health practices. Objective 3 examines the specific application of two essential Christian themes, the interface between sin and grace.

**CS 674 Counseling International Workers** 3

This course will address personal and organizational issues often encountered by those in cross-cultural work outside the United States 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 also will be addressed.

**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 United States. 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 also will 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 United States 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 CS 675 or CS 690.

**CS 677  Advanced Marriage and Family Therapy  3**
This course will focus on further development of the skills and theories learned in CS 618. The course also will 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 which may be part of student fees or noted in the syllabus as a textbook fee. Prerequisite: CS 605, CS 618.

**CS 679  Counseling Business Practices  2**
A review of 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 681  Alcohol/Drug Assessment and Case Planning  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 also will 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 and Psychosocial Aspects of Alcohol/Drug Use and Abuse  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 also will include etiological, behavioral, cultural, and demographic aspects and belief systems about alcohol/drug use together with the processes of dependence and addiction including signs, symptoms and behavior patterns.

**CS 683  Clinical Treatment Issues in Chemical Dependency  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 684  Practicum for School Counselors  3**
This course is the first of the clinical applications to provide the prospective school counselor with supervision in a school counseling setting. This will include at least 100 clock-hours in a school setting at the appropriate grade level. Students will develop counseling, guidance and collaborative skills in an environment of professional and constructive criticism, as they become immersed in the work of a professional school counselor. Prerequisites: CS 604, CS 605, CS 607, CS 608; permission of instructor is also required.

**CS 685  Internship in School Counseling for Elementary and Middle School  3**
This course is designed to provide the prospective school counselor with supervision in an elementary and middle school guidance program. Students will continue to develop counseling skills and will become immersed in the work of a professional school counselor. During the internship, students are required to have 600 hours of experience where the student performs, under supervision, a variety of activities that a regularly employed school counselor would be expected to perform. Of the 600 hours, 40% or 240 hours of direct contact must be documented and include, but are not limited to, individual counseling, group work, classroom group guidance, and consultation. Prerequisite: CS 684.

**CS 686  Advanced Internship in Elementary/Middle School Counseling  3**
Students will be required to complete a minimum of 300 hours of supervised advanced internship toward the total of 600 hours of supervised internship. This is a continuation of CS 685. It is a field experience in an approved school counseling program under the supervision of a qualified elementary and middle school counselor and a counselor educator. Prerequisite: CS 685
CS 687 Internship in School Counseling for Secondary School 3
This course is designed to provide the prospective school counselor with supervision in a secondary school guidance program. Students will continue to develop counseling skills and will become immersed in the work of a professional school counselor. During the internship, students are required to have 600 hours of experience where the student performs, under supervision, a variety of activities that a regularly employed school counselor would be expected to perform. Of the 600 hours (40%) or 240 hours of direct contact must be documented and include, but not limited to; individual counseling, group work, classroom group guidance, and consultation. Prerequisite: CS 684.

CS 688 Advanced Internship in Secondary School Counseling 3
Students will be required to complete a minimum of 300 hours of supervised advanced internship toward the total of 600 hours of supervised internship. This is a continuation of CS 687. It is a field experience in an approved school counseling program under the supervision of a qualified secondary school counselor and a counselor educator. Prerequisite: CS 687.

CS 689 Practical Training Internship 1
The student must gain part-time or full-time practical work experience in his or her field of study. The internship must be located at an off-campus facility. Students are individually supervised by faculty members. The maximum number of units of CS 689 that may be applied toward the degree is determined by each department, but no more than 3 units of CS 689 are allowed for credit toward a single degree.

CS 690 Practicum 3
The student will be introduced to fieldwork 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 Subjective, Objective, Assessment, Plan (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 602, CS 605, CS 606, CS 608, CS 609, (CS 651 and CS 604 must be taken prior to or concurrent with Practicum); Additional prerequisite includes the completion of the online criminal background check form and ten (10) hours of individual counseling.

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 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 Subjective, Objective, Assessment, Plan (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
Internship Continuation is an extension of CS 692 Internship 2 for students who fail to meet the required allotment of hours. Students will complete the 320 hours required from Practicum through Internship 2 and will register for Internship Continuation until all hours are documented and completed. Prerequisite: CS 692.

CS 699 Directed Studies 1–3
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 also may be required. Students may accumulate no more than a total of six units of Directed Studies during their program.
**Grace University**  
**College of Graduate Studies**  
**Counseling**  
Master of Arts in Counseling

**Clinical Mental Health Counseling Track**

<table>
<thead>
<tr>
<th>Total Program Credits</th>
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<tbody>
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<td>Hours Needed</td>
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**Theology Courses (4 Hours)**

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<th>Course #</th>
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<tr>
<td>BS 503</td>
<td>Hermeneutics **</td>
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<td>TS 502</td>
<td>Introduction to Theological Studies**</td>
<td>2</td>
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<td>BS 505</td>
<td>Jesus and the Gospels**</td>
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<td>**Select one of the above courses</td>
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<td>CS 604 Integration Issues in Counseling</td>
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**Total Credits** 4

**Counseling Courses (60 Credit Hours)**

**Core 1 Courses**

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<td>CS 602</td>
<td>Intro to Professional Clinical Csng</td>
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<td>CS 605</td>
<td>Helping Relationships</td>
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<td>CS 606</td>
<td>Professional Orientation and Ethics</td>
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<td>CS 608</td>
<td>Counseling Theories</td>
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<td>CS 609</td>
<td>Psychopathology and Diagnosis</td>
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<tr>
<td>CS 651</td>
<td>Assessment &amp; Appraisal</td>
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**Total Credits** 16

*Can be taken concurrently with Practicum.

**Core 2 Courses**

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<td>CS 612</td>
<td>Intro to Professional Clinical Cnsng</td>
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<td>CS 618</td>
<td>Marriage and Family</td>
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<td>CS 622</td>
<td>Research and Program Evaluation</td>
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<td>CS 641</td>
<td>Human Growth &amp; Development</td>
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<td>CS 644</td>
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<td>CS 645</td>
<td>Group Counseling</td>
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<td>CS 658</td>
<td>Career Development</td>
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**Total Credits** 24

**Clinical Courses (9 Credit Hours)**

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<td>CS 691</td>
<td>Internship 1</td>
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<td>CS 692</td>
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**Total Credits** 9

**Elective Courses (May Select any Combination of Courses)**

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<td>CS 681</td>
<td>Alcohol/Drug Assmnt &amp; Case Plng</td>
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<td>CS 682</td>
<td>Medical &amp; Psychosocial Alcohol/Drug</td>
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<td>CS 683</td>
<td>Clinical Treatment Iss. in Chem Dep</td>
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**Cross-Cultural Counseling Track**

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<tbody>
<tr>
<td>CS 674</td>
<td>Counseling International Workers</td>
<td>3</td>
</tr>
<tr>
<td>CS 675</td>
<td>Cross Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CS 676</td>
<td>Counseling Field Experience</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

**Marriage and Family Track**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 670</td>
<td>Counseling Children and Adolsc</td>
<td>3</td>
</tr>
<tr>
<td>CS 673</td>
<td>Forgiveness and Reconciliation</td>
<td>3</td>
</tr>
<tr>
<td>CS 677</td>
<td>Advanced Marriage and Family</td>
<td>3</td>
</tr>
</tbody>
</table>

**Open Electives**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 661</td>
<td>Criminal Behavior &amp; the Court Sys</td>
<td>1</td>
</tr>
<tr>
<td>CS 663</td>
<td>Mindfulness and Relaxation Technq</td>
<td>2</td>
</tr>
<tr>
<td>CS 664</td>
<td>Suicide Prevention Education</td>
<td>1</td>
</tr>
<tr>
<td>CS 665</td>
<td>Psychopharmacology</td>
<td>2</td>
</tr>
<tr>
<td>CS 667</td>
<td>Eating Disorders</td>
<td>1</td>
</tr>
<tr>
<td>CS 679</td>
<td>Counseling Business Practices</td>
<td>2</td>
</tr>
<tr>
<td>CS 699</td>
<td>Select Seminars</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

**Total Credits from any of the above** 9
Student Name: _______________________ Date Evaluated: ___________________ Advisor: _______________

Grace University
College of Graduate Studies

Master of Arts in Counseling
School Counseling Track

**Total Program Credits 50**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 503</td>
<td>Hermeneutics**</td>
<td>2</td>
</tr>
<tr>
<td>TS 502</td>
<td>Introduction to Theological Studies**</td>
<td>2</td>
</tr>
<tr>
<td>BS 505</td>
<td>Jesus and the Gospels**</td>
<td>2</td>
</tr>
<tr>
<td>CS 604</td>
<td>Integration Issues in Counseling*</td>
<td>2</td>
</tr>
</tbody>
</table>

**Theology Courses (4 Hours)**

**Total Credits 4**

**School Counseling Courses (46 Credit Hours)**

**Core 1 Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 605</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CS 606</td>
<td>Professional Orientation and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CS 608</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CS 614</td>
<td>Intro to Professional School Counseling</td>
<td>1</td>
</tr>
<tr>
<td>CS 651</td>
<td>Assessment &amp; Appraisal*</td>
<td>3</td>
</tr>
</tbody>
</table>

* Can be taken concurrently with practicum.

**Total Credits 13**

**Core 2 Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 613</td>
<td>Management &amp; Accountability</td>
<td>3</td>
</tr>
<tr>
<td>CS 615</td>
<td>Enrichment Programs &amp; School Counseling Groups</td>
<td>3</td>
</tr>
<tr>
<td>CS 616</td>
<td>Survey Issues in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CS 622</td>
<td>Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CS 626</td>
<td>Counseling, Prevention, &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CS 641</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>CS 644</td>
<td>Social &amp; Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CS 658</td>
<td>Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits 24**

**Clinical Counseling Courses in Elementary/Middle School***

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 684</td>
<td>Practicum in for School Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CS 685</td>
<td>Internship in School Counseling for Elementary and Middle School</td>
<td>3</td>
</tr>
<tr>
<td>CS 686</td>
<td>Advanced Internship in Elementary/Middle School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits 9**

**Clinical Counseling Courses in Secondary School***

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 684</td>
<td>Practicum for School Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CS 687</td>
<td>Internship in School Counseling for Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>CS 688</td>
<td>Advanced Internship in Secondary School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits 9**

***Students will select either Elementary/Middle or Secondary track

**Total Program Credits Required** 50
Degree Program:

Master of Arts in Teaching

PROGRAM PURPOSE AND DESCRIPTION
The Master of Arts in Teaching (M.A.T) degree will help you develop a Christian philosophy of education while integrating biblical learning with professional and general knowledge of subjects. The MAT offers a secondary endorsement in six concentration areas and prepares the future educator in defined areas of endorsement. The program will ensure the student meets the initial certification requirements of the Nebraska Department of Education (NDE) for a teaching certificate in a secondary endorsement.

Individuals interested in earning an Elementary Education Field Endorsement or an Elementary/Early Childhood Education Subject Endorsement may complete the MAT program; however, this endorsement will require individuals to complete additional teaching methods courses, which are only available during the day as part of our traditional undergraduate Teacher Education program.

SECONDARY EDUCATION ENDORSEMENT OPTIONS, GRADES 7–12

Field Endorsements
☐ Mathematics
☐ Music
☐ Social Science
☐ English Language Arts
☐ Physical Education

Subject Endorsements
☐ English
☐ Basic Business
☐ History
☐ Religious Education
☐ Instrumental Music
☐ Vocal Music

Elementary Endorsements
☐ Elementary Education Field Endorsement
☐ Early Childhood Education Subject Endorsement

PROGRAM OBJECTIVES
Master of Arts in Teaching outcomes and requirements originate from principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Nebraska Department of Education (NDE) requirements as specified in 92 NAC 20-24 for teacher certification. For more information about the NDE Professional Practices Criteria, consult NDA Rule 27 at: [www.education.ne.gov/legal/webrulespdf/RULE27FINAL.pdf](http://www.education.ne.gov/legal/webrulespdf/RULE27FINAL.pdf).

Students who complete the MAT program should be able to demonstrate:
☐ An understanding of and an appreciation of the philosophy, history, and operation of the private and public school, especially of the private Christian school.
☐ Proficiency in the subject areas in which one will be instructing students.
☐ Familiarity with current curriculum, methods, and materials, essential for a new teacher within the scope of the teacher’s endorsement area.
☐ Necessary teaching strategies and skills, management techniques, and personal dispositions normally expected of a successful new teacher consistent with the INTASC’s Ten Principles of Assessment.
☐ Understanding of, a concern for, and a desire to teach students.
MAT COURSEWORK FOR SECONDARY ENDORSEMENT
This 41-credit-hour teaching certification (secondary level) is offered in a convenient year-round rotation.

IMPORTANT NOTES:

The Education Practicum (ED 514 and ED 519) is taken twice prior to the Student Teaching experience and is available in the fall or spring semesters. Candidates completing 50 hours of practicum experience in a traditional classroom or approved alternative site receive credit for this course.

The Student Teaching Experience (ED 521) is taken during the last semester of the MAT program as a culmination and application of all previous coursework.

ELEMENTARY EDUCATION/EARLY CHILDHOOD ENDORSEMENTS

Elementary Education Field Endorsement is for students who desire to:

• Teach children in all elementary subjects from kindergarten through grade six in all schools
• Teach students in grades seven or eight within self-contained classrooms

Students pursuing this endorsement may follow the typical schedule that follows.

Early Childhood Subject Endorsement may:

• Teach children in Pre-Kindergarten
• Teach all children through grade three in elementary schools that offer such programs

Students pursuing this endorsement take the Elementary Education coursework, plus the following courses:

- ED 331 Principles of Early Childhood Education (3 credit hours)
- ED 332 Methods in Early Childhood Education (3 credit hours)
- ED 333 Early Childhood Practicum (1 credit hour)

IMPORTANT NOTES:

Students selecting some endorsement options will extend the coursework timeframe by at least one additional semester.

Near the completion of the all programs, students MUST complete the PRAXIS II exam required for the endorsement area. This exam is required for NDE certification. More information can be found at www.ets.org, the Educational Testing Service website.
**Degree Program:**

**Master of Science in Education**

**PROGRAM PURPOSE AND DESCRIPTION**

Grace University’s Master of Science in Education (M.S.Ed.) degree exists to develop servant leaders within the education profession through excellence in biblically integrated instruction and student-focused service learning. We accomplish this mission through a research-based, portfolio-oriented advanced education degree. Candidates will apply evidence-based and reflective practices to provide learning opportunities to meet the unique needs of English Language Learner (ELL) students. Candidates will design standards-based curriculum, instruction, and assessment to ensure all students learn and achieve at the highest levels possible.

**PROGRAM OBJECTIVES**

M.S.Ed. program outcomes and requirements originate from principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Nebraska Department of Education requirements as specified in 92 NAC 20-24 for teacher certification.

**As a result, candidates who complete the M.S.Ed. should be able to demonstrate:**

- An understanding of effective strategies for integrating faith and learning,
- Proficiency in engaging ELL students to build student knowledge and strengthen understanding,
- Familiarity with current curriculum, methods, and materials, essential for English as a Second Language (ESL) teaching,
- Ability to conduct research to improve teaching and learning in the classroom,
- Understanding of collaborative processes to improve instructional policy, curriculum development, and staff development.

**MSED COURSEWORK**

This 36-credit-hour degree program offered in a convenient year-round rotation.
**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 500</td>
<td><strong>21st Century Technologies</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course provides an introduction to instructional technologies for secondary educators. Special emphasis is placed on instructional software, classroom technology tools, learning management systems, and internet resources.</td>
<td></td>
</tr>
<tr>
<td>ED 501</td>
<td><strong>Learning and Development</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A study of the psychological principles underlying learning and effective teaching, the effect of social and personality factors on the learning process, and the application of learning theory to teaching.</td>
<td></td>
</tr>
<tr>
<td>ED 502</td>
<td><strong>Managing the Diverse Classroom</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course provides prospective elementary, middle, and high school teachers an opportunity to discuss the relationship between classroom management and effective teaching. During the class, students evaluate current theory in classroom management, analyze personal management styles, and learn to apply classroom planning to minimize wasted time and maximize student attention and discipline.</td>
<td></td>
</tr>
<tr>
<td>ED 503</td>
<td><strong>Methods in Education</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is a study of the concepts, skills, and tools of inquiry and methods of instruction necessary for the study of teaching at the secondary level. This course will develop the skills needed to create learning experiences that will make the field of secondary education meaningful to the students. Emphasis is placed on effective teaching in every subject area.</td>
<td></td>
</tr>
<tr>
<td>ED 504</td>
<td><strong>Exceptional High Needs Learners</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is designed to provide a survey of the areas of exceptionality in the field of special education. The course will identify significant changes that have occurred in the education and exceptional populations, learn methods of teaching students with handicapping conditions, and alternative multi-disciplinary team approaches, and provide an introduction to the various characteristics and classifications of handicapping conditions as defined by the Nebraska Department of Education.</td>
<td></td>
</tr>
<tr>
<td>ED 511</td>
<td><strong>Issues of Culture and Diversity</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course will explore the very diverse student population in today’s schools to better prepare teachers for the 21st century. The course content will include various ethnic and cultural viewpoints as well as gender roles in today’s world. Special attention is given to teaching students whose lives are impacted by poverty. These students have special needs, and our teacher candidates will be ready to meet them.</td>
<td></td>
</tr>
<tr>
<td>ED 512</td>
<td><strong>Literacy Needs in the Diverse Classroom</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is a study of the concepts, skills, and tools of inquiry and methods of instruction necessary for the study reading comprehension at the secondary level. This course will develop the skills needed to create learning experiences that will make the field of secondary education meaningful to the students. Emphasis is placed on effective teaching of reading in every subject area.</td>
<td></td>
</tr>
<tr>
<td>ED 513</td>
<td><strong>History and Philosophy of the Diverse Classroom</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course is a historical and philosophical analysis of educational theorists and their contribution to current educational thought. Worthy of discussion are educational philosophies like Idealism, Realism, Pragmatism, Existentialism, Marxism, analytical theories, and naturalistic theories and their proponents. The student develops skills to analyze and evaluate the philosophical presuppositions in various educational philosophies, textbooks, methodologies, trends, or subject matters used in the educational community.</td>
<td></td>
</tr>
<tr>
<td>ED 514</td>
<td><strong>Practicum in Education I</strong></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Practicum provides field experience in elementary, middle, or secondary schools related to the teaching of the specific subject areas. Total practicum requires the minimum of 50 clock hours to integrate theory and practice with elementary, middle or secondary school experience.</td>
<td></td>
</tr>
<tr>
<td>ED 515</td>
<td><strong>Curriculum Design and Program Planning</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The purpose of this graduate course is to examine curriculum design and instruction for the 21st century classroom. In this course, graduate students are introduced to the philosophy, methods and factors used in the research and development of curriculum in schools. The course will assist educators in preparing an integrated, interdisciplinary instructional unit that employs concept-based curriculum that addresses national, state, and local content standards.</td>
<td></td>
</tr>
</tbody>
</table>
ED 516  Program Outcomes and Assessment  2
This course emphasizes the procedures for creating assessments, evaluating validity and reliability, and applying good testing principles to evaluating student progress. Basic statistical principles are applied to using, analyzing, and interpreting test results. The emphasis is placed on standardized tests and their value in educational assessment. The course will explore the use of alternative types of assessment as indicators of outcome completion.

ED 517  Instructional Leadership for Diverse Classrooms  2
This course is designed for instructional leaders to explore, critique, and create lessons and activities that utilize all learners’ intellectual, social, and emotional styles that make up their cultural ways of knowing and doing. Participants are introduced to a variety of strategies and practices that link home, school, and community experiences that nurture and foster students’ strengths and accomplishments. This course will emphasize the creation of classroom environments that are affirming, respectful and intellectually rigorous. Students will also explore an instructional strategy that is new to them to solve a problem, opportunity, or challenge they face in the classroom.

ED 518  Hot Topics in Education  2
This course will address issues, problems and controversial topics related to the student, program, school organization, staff, media, school building, educational practices, and how innovation and change come about in education. Current trends and practices are discussed with an eye toward predicting what is on the horizon for educational reform. Emphasis is placed on developing a sound approach to dealing with the rapid pace of change and reform surrounding the K-12 system in the 21st century.

ED 519  Practicum in Education 2  0
Practicum provides field experience in elementary, middle, or secondary schools related to the teaching of the specific subject areas. Total practicum requires the minimum of 50 clock hours to integrate theory and practice with elementary, middle or secondary school experience.

ED 520  Integrative Seminar in Education  2
This seminar accompanies the Student Teaching Experience and provides discussion, reflection, and input during the semester of student teaching. Topics of discussion are generated from real-life classroom experiences and explore practical solutions to problems faced by student teachers in their teaching. Emphasis is placed on integrating theory and practice.

ED 521  Student Teaching Experience  10
Student Teaching provides field experience in elementary, middle, or secondary schools related to the teaching of the specific subject areas. Student Teaching requires a minimum of 16 full-time weeks of classroom time in a school with students to integrate theory and practice with elementary, middle or secondary school experience.

ED 522  Foundations of Educational Research  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.

ED 523  Capstone Project  4
This course involves planning an action research project in school classrooms. The class will be suited to the needs of teachers who wish to design and carry out research and develop a project involving their own classroom and students. Topics for this research can be wide-ranging. Individual topics will be decided as an initial part of the course and will be developed to meet particular interests and needs. Research may focus on curriculum, teaching, learning, assessment, student needs, or any logical combination of these. Examination of relevant literature will be a part of the planning so that the study is informed by previous research. Teachers will design and implement the research plan, analyze data, and prepare a report of the action research.

ED 540  Linguistics for Teachers  3
Lecture material content will alternate between a focus on foundational topics in language study and practical considerations for second language instruction. Information will be presented through assigned readings, handouts, presentations, discussion boards, as well as various group and individual assignments/projects.
ED 542  Children’s Literature  3
A survey of literature for children through adolescence with an emphasis on various genre of literature for children and adolescents. This course surveys winners of the Caldecott, Newberry, and Golden Sower awards. It provides creative experiences and reporting methodologies by which students can express their understanding of the books. Discussion also focuses on motivation techniques to encourage readers to develop life-long reading habits.

ED 544  Intercultural Communication  3
This course is a field-based study of the basic principles of cultural anthropology and its implications for interpersonal relationships, successful mission involvement, Bible interpretation and biblical application. The course provides a basis for understanding and appreciating other peoples and their cultures so that one can adjust more readily and minister more effectively in our increasingly multicultural world.

ED 581  Literacy Methods for the Diverse Classroom  3
A course focused on exploring instructional methods and materials to teach English Language Learners (ELL). Methods and materials will be evaluated for age appropriateness and cultural sensitivity.

ED 582  Diagnosis and Assessment in the Diverse Classroom  3
This course examines the assessment of English Language Learners in the ELL/bilingual classroom and the content classroom. Special attention is given to authentic assessment techniques and strategies and the role of assessment alternatives to standardized testing and other multiple choice tests. Assessment designs are examined for use as an integral part of instruction. The main goal of the course is to provide teachers, particularly within K-12 settings, theoretical and practical information about assessment.

ED 583  ELL Practicum  3
A practical experience teaching English Language Learners in age appropriate settings under supervision. Prerequisites: ED 581, ED 582, and one year of foreign language training.

ED 584  Literacy Practicum for the Diverse Classroom  3
This practicum is taken concurrently with the corresponding Literacy Methods course. It provides field experience in elementary, middle, and/or secondary education settings. This practicum requires a minimum of 30 clock hours to integrate theory and practice in the area of teaching reading and diagnostic concepts in the urban classroom setting. The draft syllabus is attached to the end of this document.

BS 503  Hermeneutics  2
This class will investigate and apply the skills and principles necessary for sound interpretation of the biblical text. Focus will be on the balance of theory and practice. Attention will be paid to the history of interpretation, general and genre-based interpretive principles, the interpreter in the interpretive enterprise, and the role of hermeneutics in applying the text correctly to one’s (contemporary) audience.

TS 502  Introduction to Theological Studies  2
A study of prolegomena, the nature, method, and sources of theology and bibliography, which covers revelation, inspiration, inerrancy, illumination, preservation of the text, and Bible interpretation that includes an introduction to dispensationalism.
GRACE COLLEGE OF GRADUATE STUDIES

Education
Master of Arts in Teaching
(M.A. Degree)

TOTAL HOURS (41 hrs)

RELIGIOUS STUDIES (4 hrs)

____ BS 503 Hermeneutics (2)
____ TS 502 Introduction to Theological Studies (2)

CORE COURSES (8 hrs)

____ ED 515 Curriculum Design (2)
____ ED 516 Program Outcomes (2)
____ ED 517 Instructional Leadership (2)
____ ED 518 Hot Topics in Education (2)

CONCENTRATION: CERTIFICATION (17 hrs)

____ ED 500 21st Century Technologies (2)
____ ED 501 Learning and Development (2)
____ ED 502 Managing the Diverse Classroom (2)
____ ED 503 Methods in Education (3)
____ ED 504 Exceptional High Needs Learners (2)
____ ED 511 Issues of Culture and Diversity (2)
____ ED 512 Literacy Needs in the Diverse Classroom (2)
____ ED 513 History & Phil of the Diverse Classroom (2)

FIELD EXPERIENCE (12 hrs)

____ ED 514 Education Practicum 1 (0)
____ ED 519 Education Practicum 2 (0)
____ ED 520 Integrative Seminar (2)
____ ED 521 Student Teaching Experience (10)

Fall 2015
GRACE COLLEGE OF GRADUATE STUDIES

Education
Master of Science in Education
(M.S. Degree)

TOTAL HOURS (34-37 hrs)

RELIGIOUS STUDIES (4 hrs)

_____ BS 503 Hermeneutics (2)
_____ TS 502 Introduction to Theological Studies (2)

CORE COURSES (8 hrs)

_____ ED 515 Curriculum Design (2)
_____ ED 516 Program Outcomes (2)
_____ ED 517 Instructional Leadership (2)
_____ ED 518 Hot Topics in Education (2)

CONCENTRATION: Endorsement Area

ELL Concentration (15 hrs)

_____ ED 540 Linguistics for Teachers
_____ ED 544 Intercultural Communication
_____ ED 581 Literacy Methods for the Diverse Classroom
_____ ED 582 Diagnosis and Assessment in the Diverse Classroom
_____ ED 583 ELL Practicum

Reading & Writing Concentration (18 hrs)

_____ ED 512 Literacy Needs in the Diverse Classroom
ED 540 Linguistics for Teachers
_____ ED 542 Children’s Literature
_____ ED 581 Literacy Methods for the Diverse Classroom
_____ ED 582 Diagnosis and Assessment in the Diverse Classroom
_____ ED 584 Literacy Practicum

RESEARCH (7 hrs)

_____ ED 522 Foundations of Educational Research (3)
_____ ED 523 Capstone Project (4)

Fall 2015


**Directories**

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Senior Pastor, Salem Baptist Church

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Michael Whealy, J.D., Omaha, Nebraska (Chair)  
Executive VP/Chief Administrative Officer, First Data Corporation, Retired
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B.S., Wheaton College; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska at Lincoln.
Grace University, 1994

Troy Backhuus, Associate Professor of Counseling, Clinical Director
B.S., Nebraska Christian College; M.A., Grace University; Ph.D., Regent University.
Grace University, 2011

H. Ben Brick, Library Director
B.S., Grace College of the Bible; B.A., University of Nebraska at Omaha; M.A., University of Missouri-Columbia.
Grace University, 2007

Kimberly L. Chappell, Associate Professor of Teacher Education
B.A., University of Florida; M.S., Walden University; M.Ed., Columbia International University; Ed.D., Argosy University.
Grace University, 2012

James P. Eckman, President Emeritus; Professor of History and Biblical Studies
B.S., Millersville University; M.A., Lehigh University; Th.M., Dallas Theological Seminary; Ph.D., University of Nebraska at Lincoln.
Grace University, 1983

Robert S. Gall, Associate Professor of Psychology; Chair, Psychology Department
B.S., University of Nebraska at Omaha; CADAC Certification, Metropolitan Community College; M.A., Grace University.
Grace University, 2004

John D. Holmes, Associate Professor of Biblical Studies; Dean of Academics
B.A., Grace College of the Bible; Th.M., Dallas Theological Seminary; Ph.D., University of Nebraska at Lincoln.
Grace University, 1993

Mark W. Linder, Associate Professor of Biblical Studies
B.S., University of Illinois; M.Div., International School of Theology; Ph.D., Fuller Theological Seminary.
Grace University, 2006

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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 website at www.GraceUniversity.edu/Alumni.

PUBLIC INSTITUTIONAL DOCUMENTS

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 Executive Vice President for Finance and Operations 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 Vice President for a copy of the report.
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 and on the University web site.

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; 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. 3:1-4; 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 (Mt. 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 save (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).
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