Graduate Department of Counseling and Interpersonal Relations

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Hybrid Program Catalog
General Information

Origin and History
Grace College is the only undergraduate and graduate institution of arts and sciences affiliated with the Fellowship of Grace Brethren Churches. The college was founded in 1948 under the leadership of Dr. Alva J. McClain, president, and Dr. Herman A. Hoyt, dean, and has experienced a consistent and healthy growth from its very first year. In 1995 Grace College began offering the Master of Arts degree in Counseling and adding the Master of Arts degree in Interpersonal Relations in 2005.

Grace College is accredited by the Higher Learning Commission and is a member of the North Central Association. We are an active member of the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Indiana Conference of Higher Education, the Independent Colleges and Universities of Indiana, and the Council of Christian Colleges and Universities. The College is also accredited by the Association of Christian Schools International.

Non-Discrimination Policy
Grace College admits students of any race, color, national and ethnic origin to the rights, privileges, programs, and activities generally accorded or made available to students at the school.

It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Grace College is committed to compliance with the Title IX of the federal Education amendments of 1972, except as claimed in a filed religious exemption.

It does not discriminate against qualified individuals with disabilities in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by applicable federal law and regulations.
The Graduate Department of Counseling and Interpersonal Relations

The Graduate Department of Counseling and Interpersonal Relations (GDCIR) offers two programs of study focusing on personal and spiritual growth with a commitment to Scripture as the foundation of truth as we consider complementary psychological truths. Dr. Tammy Schultz, Ph.D., LMHC, is the department chair.

Master of Arts in Clinical Mental Health Counseling Degree

The M.A. in Clinical Mental Health Counseling degree is a 62-hour program for those entering the mental health counseling field, full-time ministry, and/or for those wanting to pursue their doctoral degree in counseling. This degree provides a unique educational experience with its commitment to character development and to the integration of counseling principles and the Christian faith. This 62-hour M.A. degree has an emphasis in clinical mental health counseling and its purpose is to prepare students for future licensure in clinical mental health counseling. Those who are interested in licensure in clinical mental health counseling are urged to check with the licensing boards/agencies of the state(s) where licensure is desired to determine compliance of this degree with the particular requirements.

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a specialized accrediting body, recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Grace Graduate Department of Counseling and Interpersonal Relations for the M.A. in Clinical Mental Health Counseling degree.

Master of Arts in Interpersonal Relations Degree

The M.A. in Interpersonal Relations degree was added in 2005 as numerous applicants expressed their need to better help others in the church, on the mission field, and in the work place, without becoming licensed. Thus, the M.A. in Interpersonal Relations degree was developed and entails training in the application of assisting hurting individuals and in counseling skills for ministry and secular settings. This program is designed to equip graduates to bring healing and hope to hurting individuals. Students in this 37-credit-hour program are prepared for work in churches, mission agencies, and other settings where lay counseling, support groups, and healing ministries are provided. Due to the fact that this program can be completed in one year, international students and furloughed missionaries will find that it is specifically suited to meet their needs.
The M.A. in Interpersonal Relations degree is designed for pastors, human resource directors, teachers, coaches, nurses, law enforcement officers, managers, student affairs personnel in college and university settings, lay people, and others who require counseling skills in their work settings. While the M.A. in Interpersonal Relations degree exists to provide training for the understanding and application of counseling skills, it is not intended to prepare graduates to become licensed counselors or to provide counseling services that are restricted to licensed mental health workers. This degree is designed to help graduates develop spiritual and emotional well-being, both personally and for those with whom they interact.

**Graduate Certificate in Behavioral Science Studies**

The Graduate Certificate in Behavioral Science Studies is designed for the student who does not wish to receive a Master’s degree in Clinical Mental Health Counseling or Interpersonal Relations, who does not wish to engage in a counseling practice or ministry but does wish to learn course material for the purposes of speaking and/or writing in the field of counseling or simply for personal growth.

Thirty (30) hours are required to earn a certificate, with the following core requirements:

- Theological Foundations of Counseling. Three hours.
- Marriage and Family Counseling. Three hours.
- Addictions Counseling. Three hours.
- Psychotherapy and Trauma. Three hours.
- Personality /Counseling Theories. Three hours.
- Psychopathology. Three hours.
- Gender and Sexuality. Three hours.

The remaining nine (9) hours are electives from the remaining counseling courses. Although Counseling Skills may be used as an elective, Practicum, Internship and Advanced Internship may not be used. Any student enrolled in the program who receives a “No-Credit” (“NC”) for Practicum may switch from the master’s program to the Certificate in Behavioral Science Studies. If a student receives a “No-Credit” (“NC”) for Internship, or Advanced Internship, the student may switch from a master’s program to the certificate study, but Practicum and Internship may not be used as part of the certificate study.

It is important to realize that this certificate study is not intended for those who wish to engage in any kind of counseling with clients (including church-related or lay counseling).
The Campus

The beautifully landscaped campus bustles with activity but also offers many quiet retreats. Numerous outdoor “friendship courts” provide seating areas, but students may also choose to enjoy a book under one of the many trees. Beautifully wooded walking trails inspire quiet reflection.

The Grace College campus is situated on 160 acres in the heart of historic Winona Lake. The evangelical heritage of Grace College is strongly rooted in this picturesque town. One will notice this as he or she tours historic sites such as the Billy Sunday Museum and the newly restored Winona Hotel/Condominiums where a young Billy Graham was commissioned for a lifetime of Christian service. Winona Lake also is adjacent to Warsaw, which was previously named as one of the top 100 small towns in America.

Morgan Library combines quiet study areas with high speed computerized access to the library’s own holdings along with the holdings of 24 other private academic libraries within the Palni Network. An extremely helpful staff, an Educational Research Center, and a large personal computer lab make Morgan Library extremely important to academic life at Grace College.

Athletic facilities include the Orthopedic Capital Center, six outdoor tennis courts, soccer fields, softball and baseball diamonds, and running trails. Grace’s Robert and Frances Gordon Student Recreation Center building houses basketball and volleyball courts, a 160-meter jogging track with a separate 50-meter straightaway, a weight training and fitness center, an aerobics room, offices, and a classroom, plus room for expansion. This is a perfect spot to relieve the tensions of a busy graduate schedule.

Mission Statement

Grace College is an evangelical Christian community of higher education which applies biblical values in strengthening character, sharpening competence, and preparing for service.

Purpose Statement

The Graduate Department of Counseling and Interpersonal Relations is committed to equipping students to be scripturally grounded, professionally skilled, and interpersonally competent as they actively engage in ministry and clinical mental health settings.

Purpose Statement Information

The GDCIR’s purpose statement is reflected in the classroom, supervisory situations, and clinical settings. GDCIR students receive a solid theological foundation within each class curriculum. This theological education serves as an
essential basis for understanding self, others, and God. GDCIR students are equipped with a thorough understanding of counseling ethics, diagnosis, theory, and clinical issues, as well as trained to be professionally competent in clinical settings. GDCIR students are also encouraged to seek professional counseling in an endeavor to wrestle with personal issues and more effectively understand and assist clients.

**Distinctives**

Three distinctives of the GDCIR which set it apart from other secular and Christian programs are:

1. A commitment to Scripture as the foundation for truth, as well as an understanding of the complementary truths in psychology.
2. A focus on personal/spiritual growth of the practitioner-in-training as an essential element for effective counseling.
3. A special emphasis on the role of suffering and its theological implications through a specialized course.

**General Assumptions**

The important basic assumptions of Grace College are that we do no harm to others, respect our own bodies, obey the laws of the land and of the Lord, and seek to keep peace among all.

GDCIR students are bound by the ethical standards for the practice of counseling as defined by the American Counseling Association (ACA) and the American Association of Christian Counselors (AACC). If the ethical principles vary between the two organizations, we will tend to follow the more stringent ethical principles. Further, the standards appropriate for Christian professionals, such as those usually practiced by pastors, are also expected.

**GDCIR Admissions Policy**

In accordance with the institution’s non-discrimination policy each applicant is considered upon his/her own merit regardless of sex, race, color, national and ethnic origin, handicap, denomination, or church affiliation. Grace College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students. Grace College is committed to compliance with the Title IX of the federal Education amendments of 1972 except as claimed in a filed religious exemption.
Application materials are available from the GDCIR or the Graduate and Adult Education Enrollment Office. Admissions forms are now available online at www.grace.edu. The program is competitive and students are advised to follow the application directions carefully.

Prospective students must submit the following:

1. A completed application for admission. Applications are available online at www.grace.edu.

2. Official transcripts from all colleges and/or universities attended (send no Grace College transcripts; they will be obtained by the Graduate Admissions Office; however, students must provide written authorization for transcript release to the Graduate Admissions Office).

3. A Spiritual Life Reference Form to be completed by someone familiar with your Christian commitment and church involvement.

4. A Personal Reference Form to be completed by someone familiar with your professional work.

5. The applicant’s Personal Questionnaire is to be completed and returned to Grace College to the attention of the department chair.

6. Submission of the Graduate Record Examination (GRE) score. Exception: International Applicants may be accepted into the program without their GRE scores under the stipulation that they must take the exam during their first semester of study in the GDCIR. This step pertains to MA Clinical Mental Health Counseling degree applicants only.

7. Limited Criminal History Search. Many mental health agencies require criminal background checks as prerequisites for employment and field placement. If you are an Indiana resident, go to http://www.in.gov/ai/appfiles/lsp-lch/ to request a Limited Criminal History report. Complete the information for the history and mark #11 (“Has volunteered services at a public school”) as your “Reason for Request.” This document will not automatically be sent to you. The electronic report will be made available to you when you submit your information online. Please save or print the report and e-mail or mail a copy to the director of Graduate and Adult Education Enrollment (address above). If you are not an Indiana resident, to request a form go to http://www.checkcriminalbackgrounds.com and click on “state” to request a criminal background check.

8. An interview (via telephone or in person) with the department chair.

For international applicants who do not have access to a criminal background check, an endorsement from a reputable sponsor or missionary agency must be submitted for acceptance into the GDCIR.
Admissions Policy for Divorced Applicants

Students with divorce in their background must provide information about this situation when applying for admission to Grace College. This information includes the following:

1. A written statement giving pertinent details regarding the circumstance of the divorce, the time frame involved, and the subsequent response to God’s grace.

2. A written reference from a pastor or counselor that addresses the circumstances of the divorce and the growth in spiritual maturity of the applicant. The spiritual life reference may fulfill this requirement if it contains pertinent information and is submitted by a pastor or counselor.

It is assumed that all applicants will be off-campus students. In the case where the applicant desires an exception in order to become a residential student, a separate request must be made to the Student Affairs Office.

Admissions Requirements

Admission requirements to the GDCIR are not meant to be punitive, restrictive, intimidating, or exclusive. It is meant, however, to be the first step in your “professionalizing” as a practitioner-in-training and a collaborative process through which you and the faculty carefully assess your “fit” with the counseling work profession. Please ask someone in the Graduate and Adult Enrollment Office any questions you may have about the admissions process, even if you are not yet ready to apply. The faculty wants you to be comfortable with the process and confident to proceed.

For entrance into the GDCIR, the applicant is recommended to have completed an introductory psychology course and at least four (4) additional psychology and/or behavioral science courses. Possible behavioral science courses would include: Theories of Personality, Statistics, Social Psychology, Educational Psychology, Abnormal Psychology, and Psychology Testing and Measurement. Students with a fewer number of undergraduate hours in psychology may find the GDCIR difficult. It is also recommended that students have at least nine hours of theology/Bible.

Applicants who wish to be formally admitted into the GDCIR must complete the Application for Admission, which is available online from the department (http://www.grace.edu/academics/graduate/gradapp.php). In addition, the application and forms may be printed from PDF files on the website or obtained from the department and submitted by mail. Admission forms may also be obtained from the Dean of Admissions at 877-607-0012, or by email: mac@grace.edu. Applicants should review the admission forms, complete and submit the application and
forms for review by faculty no later than August 1 for the fall semester. Admission priority will be given to full-time students. Applicants who are not declined at this stage, but are not among those initially selected, will be put on a waiting list and will be notified if a space in the class becomes available.

Once the completed admissions forms are received, the GDCIR Committee will review the application. All students who meet the admission requirements must schedule an interview with the GDCIR department chair. Those who clearly do not meet the admissions criteria will be notified of this in a letter outlining how to become eligible and how to re-apply.

After the interview, faculty will review their recommendations for admissions with the applicant. Admission to the GDCIR will be decided according to the Policy for Academic Probation.

**Notification of Acceptance**
Upon acceptance, the student is mailed an acceptance letter with admissions provisions, if any. The letter notifies the student of the tuition deposit due to allow course registration and informs them of their advisor’s name.

**Academic and Admission Status**
Students admitted to or continuing in the Graduate Department will be assigned one of the following.

**Regular Academic Status**
The student is accepted into full academic standing in the department without conditions and is expected to maintain a 3.0 GPA prior to graduation.

**Provisional Acceptance Status**
1. The Admissions Committee will indicate the provisions, restrictions or contingencies for the student’s continued participation in the GDCIR. For example, the student may be referred for counseling, tutoring, or other academic or support services that enhance the student’s ability to meet the academic and personal demands of the program and carry out the functions of a professional counselor.

2. If the student is admitted with provisional acceptance status due to previous coursework GPA and the GPA is maintained at 3.0 for the first 15 credit hours, the student may be removed from academic probation status. For those who are admitted with academic probation status with course deficiencies, it may be required that these courses be completed within the first 15 credit hours of the program with a GPA of 3.0 or higher. Students will not be permitted to enroll for any additional GDCIR credit hours beyond 15 without completing deficiencies. When the deficiencies are satisfactorily completed, students will be taken off academic probation status.
Denial of Admission

Faculty may decide not to permit admission into the GDCIR. Reasons that admission may be denied include, but are not limited to, the following:

1. GPA lower than 3.0 in his or her undergraduate work.
2. One or more references recommending admission with reservations and/or not recommending admission.
3. If the criminal background check reveals past felonies and/or serious misdemeanors.
4. If the Personal Questionnaire reveals serious ongoing personal problems that could interfere with the counseling profession.
5. Failure to demonstrate actions that are consistent with the ACA and AACC Code of Ethics.
6. Inability to establish and maintain personal relationships.
7. Failure to demonstrate motivation for the counseling profession.
8. Gross violation of the Graduate Department of Counseling and Interpersonal Relations' Standards of Conduct.

Applicants are notified of their admission status at the conclusion of the GDCIR Admission Committee's decision making process.

Re-Admits

Re-admits are defined as former students of Grace College who wish to re-apply to the institution.

1. Students not enrolled at Grace for 1–2 semesters by their own volition
   a. Since these students have previously been admitted to Grace College, their undergrad transcripts and GRE scores have been previously submitted. Students are required to submit an Application Update Form, new Spiritual Life Reference Form, and transcripts from any institution they have attended while being away from Grace.

2. Students not enrolled at Grace for more than two semesters by their own volition
   a. If the student has not attended Grace College for more than two semesters, then a full application is required and the student must go through the entire admissions process by submitting an application and all additional application parts including transcripts from institutions they have attended while being away from Grace.

3. Students who have been dismissed from Grace College
   a. A student who was dismissed for academic reasons may apply for readmission two semesters after dismissal and must go through the entire
admissions process. Additionally, the student must be cleared for readmission by the Grace Graduate Department of Counseling and Interpersonal Relations Admissions Committee.

Accepted re-admits are subject to the Academic Forgiveness Policy should they desire to repeat clinical and/or non-clinical courses upon their return.

**Acknowledgement of Catalog Policy**

Students are required to read the Graduate Department of Counseling and Interpersonal Relations Catalog and submit a completed Acknowledgement of the GDCIR Catalog Form during orientation. The catalog is likely to be modified from year to year. In unusual circumstances, it may be modified mid-year, but these will be posted as addendums. It is the responsibility of the student to review the catalog periodically in order to remain current with its contents. The current catalog will be found on the Grace College & Seminary portal.

**Transfer Credits Policy**

The Transfer Credit Policy allows transferability of academic courses needed to fulfill degree requirements at Grace. Applicants must seek prior approval by submitting a course description to the department chair. If the course description is insufficient for the chair to make a determination, then a course syllabus will be required. The Registrar’s Office will be notified of all transfer approvals. This policy applies to all courses transferred regardless of mode of delivery, including online or residential. Applicants should request an official transcript from the institution where the course was completed and have it submitted to the Registrar’s Office. Subsequent to matriculation, no classes may be transferred.

**Transfer Credits for the M.A. in Clinical Mental Health Counseling degree**

No more than twelve (12) credits of academic course work from another graduate program may be transferred.

A Course Transfer Request Form must be completed (available on the Grace Graduate Department of Counseling and Interpersonal Relations web page).

**Transfer Credits for the M.A. in Interpersonal Relations degree**

No more than six (6) credits of academic course work from another graduate program may be transferred.

A Course Transfer Request Form must be completed (available on the Grace Graduate Department of Counseling and Interpersonal Relations web page).
Exchanging Courses Between the Residential & Hybrid Programs Policy

Students in the Residential or Hybrid Clinical Mental Health Counseling Program:
A student that has been accepted and has started classes in the Hybrid Clinical Mental Health Counseling Program can take up to twelve (12) credit hours in the Residential Clinical Mental Health Counseling Program.

A student that has been accepted and has started classes in the Residential Clinical Mental Health Counseling Program can take up to six (6) credit hours in the Hybrid Clinical Mental Health Counseling Program in addition to CPY 640 Human Growth & Development (which is an online class presently) and CPY 660 Lifestyle & Career class (which is also an online class presently).

Students in the Residential or Hybrid Interpersonal Relations Program:
A student that has been accepted and has started classes in the Hybrid Interpersonal Relations Program can take up to nine (9) credit hours in the Residential Interpersonal Relations Program.

A student that has been accepted and has started classes in the Residential Interpersonal Relations Program can take up to nine (9) credit hours in the Hybrid Interpersonal Relations Program.

Course Substitution Request Policy

No courses are allowed to be substituted for the Clinical Mental Health Counseling degree. Requests to substitute courses for the Interpersonal Relations degree can be made only for the following courses:

- CPY 515 – Marriage & Family
- CPY 520 – Personality/Counseling Theories
- CPY 569 – Psychological Testing/Measurement
- CPY 575 – Gender & Sexuality

Requests for course substitution will only be considered for graduate courses offered in the Department of Counseling & Interpersonal Relations. The Course Substitution Policy does not include the transfer of courses from other institutions (see Transfer Credits Policy). A Course Substitution Request Form must be completed (available on the Grace Graduate Department of Counseling and Interpersonal Relations web page).
Change of Program Policy

An admitted student who would like to apply to change programs (i.e., Residential, Hybrid, M.A. in CMHC, M.A. in IR) must complete the Change of Program Request Form and submit to his/her advisor for review. Faculty will review the request and advisors will notify student of decision.

Technology Requirements for Online Courses

The Office of Information Technology has prepared a document to give online students important information concerning technology for the virtual classroom. Because of their very nature, the success of online courses is dependent not only on the quality of the technology used, but also the skill set of the individual using the technology.

Participation in an online program or course requires different tools and skills from more traditional coursework. In addition to having a computer and an internet connection, the online student must be familiar and comfortable with:

- Loading and configuring various software programs
- Sending and receiving email
- Opening and sending email attachments
- Downloading and uploading files
- Searching the internet
- Using Microsoft Office Suite

Besides the technical skills and requirements listed above, other characteristics of the successful online student include:

- Ability to work independently
- Self-motivation and self-discipline
- Wise time management
- Effective written communication

In a very broad sense, students will need a computer purchased in the last couple of years, a high speed internet connection, a web browser, anti-malware software, and the Microsoft Office Suite of programs. Depending on the academic program, additional equipment and services may be a required purchase. In addition, computer literacy is required along with skills that go beyond word processing in the areas of hardware and software installation.

Prospective online students may access the technology and computer literacy requirements on the Office of Information Technology page of the Grace College Web site (www.grace.edu). This information includes a chart detailing the specific hardware and software requirements and recommendations. At the end of the chart are some suggested computers students may purchase that will meet Grace College’s requirements.
Unclassified Students

Unclassified students are restricted to taking a maximum of twelve credit hours. Individuals who would like to apply as an unclassified student must complete the unclassified application form (available in the Registrar’s Office).

In addition to completing the unclassified student information form, individuals who wish to take a clinical class (Practicum, Internship, and/or Advanced Internship) under the unclassified status must also do the following:

1. Schedule and complete an interview with the GDCIR department chair.
2. Submit past clinical evaluations for review to the GDCIR department chair.
3. Permit the GDCIR department chair to contact previous clinical supervisors.

An unclassified student who desires to pursue a GDCIR degree must complete and submit an application to the Dean of Admissions.

*An applicant who has been denied acceptance to the GDCIR cannot continue taking courses in the GDCIR as an unclassified student.

Undergraduates Taking Graduate Department of Counseling and Interpersonal Relations Courses

1. CACREP does not allow undergraduates to take graduate courses for undergraduate credit.
2. CACREP does allow undergraduates to take a limited number of graduate counseling classes for graduate credit as unclassified students. This credit cannot be applied to satisfy undergraduate requirements.
3. Grace College seniors may apply as unclassified students in their final semester. These students may take up to 12 credits in the graduate counseling program as unclassified graduate students during their final semester.
4. This unclassified status does not guarantee acceptance into the graduate program. Students must go through the entire acceptance process and will be evaluated in exactly the same way as any other applicant.
5. Students must have approval for graduate counseling courses from the Graduate Department of Counseling and Interpersonal Relations before registering for classes. Courses available for this opportunity are limited.
6. Tuition charges will follow one of two options:
   1) Block pricing will be applied for students who take 12 undergraduate credits with additional graduate credits. Under this option, students will qualify for full Grace financial aid.
   2) Students taking fewer than 12 undergraduate credits will be charged according to the per credit hour tuition fee that applies and can receive prorated Grace financial aid. Any graduate credits will be charged at the per credit hour graduate tuition rate.
Credit by Exam Policy (CLEP)
For any student pursuing the M.A. in Clinical Mental Health Counseling/M.A. in Interpersonal Relations degrees and/or the Graduate Certificate in Behavioral Science Studies, advanced placement, CLEP, prior learning credit and/or department exams are not permitted.

Academic Policies
Policies related to course enrollment, advising, appeals, graduation, and other academic requests and procedures are available in the Academic Policies Manual.

Financial Information
Tuition and Regular Fees
A graduate student taking at least eight (8) credits is considered to have a full-time semester load subject to regular per semester tuition and fees. Tuition is charged by the credit hour. Rates and fees are subject to change each academic year. For more information please contact the Dean of Admissions, mac@grace.edu; 877-607-0012.

Business Office Policies
The Business Office provides information regarding tuition and other expenses, annual costs, terms of payment and payment options, responsibility for payments, tuition refunds, appeal of refunds, and deposits.

Financial Aid Policies
Students interested in further information about the financial aid application process, financial aid award notices, financial aid eligibility and appeals, satisfactory academic progress, and financial aid suspension should contact the Office of Financial Aid.

Records–Student Education
The institution maintains the privacy of student education records with the exception of those situations in which the law or consent of the student permits disclosure.

Family Education Rights and Privacy Act (FERPA) affords matriculated students certain rights with respect to their educational records. This includes the right to:
  • Inspect and review the student’s education records
  • Request an amendment of the student’s education records
  • Provide written consent before the university discloses personally identifiable information from the student’s educational records, except to the extent that FERPA authorizes disclosure without consent
• File a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The complete policy can be found in the Academic Policies Manual on the Registrar’s page of the institution’s Web site.

**Public Notification of Directory Information**

At its discretion, Grace College and Theological Seminary may provide directory information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may block the public disclosure of directory information by notifying the Registrar’s Office in writing.

The complete policy can be found in the Academic Policies Manual available on the Registrar’s page of the institution’s Web site.

**Academic Regulations**

**Academic Advising**

Upon acceptance in the GDCIR, each student is assigned a faculty advisor. Normally, this faculty member will be the academic advisor throughout the student’s entire program. Advising includes aiding in setting up semester schedules, developing a program of study during the first year, and providing information regarding other graduate school matters.

**Registration**

To register for the first semester of study, each student must contact his or her faculty advisor, who will then provide a registration form. The student will return the completed form to the faculty advisor. For each semester thereafter registration can be accomplished by going to the Grace College web site (www.grace.edu) and registering online through the Campus Portal, which can be accessed in the “Quicklinks” menu on the home page.

**Statement on Disabilities**

If you have a documented disability, then you are entitled by law to accommodations for your disability. In order to receive these accommodations, the law requires that you file disability documentation with the Learning Center located in Indiana Hall. Once you have filed the appropriate documentation, if you would like accommodations for any of your classes, it is your responsibility to inform your course instructors of your approved accommodations. If you are enrolled in a course that requires a supervised learning experience off campus (i.e. internship, student teaching, etc.) and would like to request accommodations, please notify the course instructor or the off-campus...
instructor who will work with the Learning Center to ensure that reasonable accommodations are made available in the classroom or at the learning site. Please note: The law states that college personnel, including field instructors, cannot ask you if you have a disability.

If you suspect that you have a learning disability but have not been tested, you are encouraged to go to the Learning Center for evaluation and assistance. If further testing is recommended, the Director of the Learning Center will provide possible referral sources.

Attendance Policy

Non–Clinical Courses
Faculty members determine the attendance policies in courses for which they are responsible, provide students with information describing their attendance policies, and determine the penalty for students who fail to attend class according to these stated policies.

1. Each student is expected to attend faithfully every course in which he/she is enrolled.

2. Students should consult the attendance policy of the professor of record to determine policies, responsibilities, and penalties for excused and non-excused absences for individual courses.

Clinical Courses
Attendance is mandatory. Absence of more than three (3) hours will result in a “No Credit” for the course.

Recording of Lectures
No audio or video tape recordings of any class session may be made without securing prior permission from the professor. The professor may legitimately choose not to allow such recordings. When permission is granted, it is understood that the recording is to be used only by the student(s) registered in the course involved. No public use or reduplication is permitted. The recording of one class, or several classes, or portions of classes, when absence is absolutely necessary, may generally be permitted, but such recordings should not be collected or preserved for other uses. In no case should the professor be expected to arrange for the recording or asked to operate the recording devices. Occasionally, when daily recording is helpful for a student attending the course (as to assist with certain disabilities), it is understood that the recordings are not to be collected or preserved for later use after the course has been completed. Some professors will not permit individual recording but will instead lend prepared recordings for use in case of emergency absences.
These may not be duplicated. In no case may a student record or have recorded an entire course or a major portion of a course in lieu of attending classes or as a way to solve the problem of schedule conflicts without permission of the GDCIR department chair.

Withdrawal from the GDCIR

Students who withdraw from the institution are to follow the withdrawal procedures provided by the Registrar’s Office (http://grace.edu/academics/registrar/). Failure to do so may put the student’s tuition refund and repayment guidelines at risk.

Grading Procedures

Grading Scales

Policy: Students will be assigned a final grade or symbol by the date published in the academic calendar each semester.

1. Students must maintain an overall GPA (grade point average) of 3.0 or higher in all course work in order to meet degree requirements. The degree must be completed in seven years from initial enrollment.

2. Grade points are awarded according to the following scale:

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<th>Grade</th>
<th>Points</th>
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<td>A</td>
<td>4.000</td>
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<td>A-</td>
<td>3.667</td>
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<td>B+</td>
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3. The student’s grade point average is determined by dividing the total number of quality points earned in the GDCIR by the total number of semester hours attempted (excluding courses bearing a grade of “W” and repeated courses).

4. Students may receive a grade of “C” on their transcript but should be cautioned that “C” work is not acceptable graduate work. Students must have a 3.0 GPA to earn their graduate degree from Grace. If a student is receiving grades of “C” or below, serious thought should be given to remedial work or withdrawal for a period of time from the program. In several courses, a Credit/No Credit system is also used (See Credit/No Credit Policy for Counseling Skills and Practicum and Credit/No Credit Policy for Internship and Advanced Internship).

5. An Incomplete (“I”) indicates the failure to complete a portion of a course’s requirements and may be assigned only in case of serious illness or other emergency. The incomplete grade is considered temporary and students must make up the work without repeating the course. The incomplete grade must be replaced with a letter grade by the date specified by the professor, or it will...
become an “F” if not responded to within six (6) weeks after the close of the semester.

6. At the end of each semester, students can visit the Grace College Web site (www.grace.edu) to check their grades where their cumulative GPA will be indicated. When a final grade has been reported to the registrar, it cannot be changed except by the professor within the specified dates on the academic calendar. All indebtedness to the college must be satisfied before a transcript of record will be issued.

7. Final course letter grades may be calculated using the following scale:

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<td>A</td>
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8. The grading scale is offered only as a guideline. It may vary with individual faculty members and individual courses. Faculty members have the prerogative of adjusting grades at their discretion.

Final Grade Changes

A student’s final grade can be changed only when an error was made in the calculation of the final grade or when the student has successfully completed the Academic Appeal and Review Process.

1. This policy refers to requests for change of grade following the conclusion of a course.

2. All grade changes must be submitted within one year and cannot be processed once the student’s degree has been certified.

3. Grade changes must be requested by the faculty of record using the Grade Change Form available in the Registrar’s Office.

Candidacy Requirements (M.A. in Clinical Mental Health Counseling degree only)

Candidacy is the process by which the GDCIR faculty determines the readiness of the student to advance to the second phase of study. Application for candidacy must occur when a student has completed or is in the process of completing Practicum (CPY570). Furthermore, candidacy must be completed during the semester in which the student will complete 30 credit hours toward the M.A. in Clinical Mental Health Counseling degree.

Please Note: If a student will complete 30 hours during a given semester but Practicum has not been completed, the student must complete Practicum and
then apply for candidacy. **It is the student’s responsibility to track his or her hours and apply in the appropriate time. Also, note that students may not take more than 3 hours if they have not completed the Practicum class.**

The student is expected to download the Candidacy Packet. Students applying for candidacy are to collect all completed evaluations (please do not turn in evaluations until all are collected) and submit them to their academic advisor by April 1. Other matters for candidacy consideration include, but are not limited to the following: the student’s academic record, character issues, letters of reference, and any additional graduate requirements. Students denied candidacy may appeal the decision following the Academic Appeal Process.

**Exiting Clinical Evaluation Process**  
(M.A. in Clinical Mental Health Counseling degree only)

1. Portfolio—see checklist below for details)  
2. Comprehensive Exam

**Descriptions for Portfolio Checklist**

Students will need to compile a variety of items for their portfolio. The items need to be placed in a binder and labeled clearly “Portfolio.” Below is a checklist that each student must use when collecting the appropriate portfolio items.

**Portfolio Checklist includes the following items:**

1. Résumé/Vitae  
2. Course Syllabi (all courses)  
3. Counseling Skills Evaluation  
4. Candidacy Approval Letter  
5. Practicum Hours (be as specific as possible)  
6. Practicum Evaluations  
7. Internship Hours (be as specific as possible)  
8. Internship Evaluations  
9. Research Paper (APA style) from Research and Statistics  
10. Your philosophy of counseling/theoretical orientation (3–5 pages)  
11. Example of a case study, diagnosis, and rationale for diagnosis *(Blackout name of client)*  
12. Example of a Treatment Plan *(Blackout name of client)*

**Submit complete portfolio to your academic advisor.**  
**Due Date:** third Friday of April.
Comprehensive Exam
The comprehensive exam will consist of questions compiled from all GDCIR courses and ones that the professors consider crucial. These questions are based on material from all GDCIR courses and up to midterm of any courses being taken at the time of the exam. During your final semester a comprehensive exam study guide will be made available for you to best prepare for this thorough program exam.

Exams will be graded within one week. If a student did not obtain the minimum score of 75% he or she will be required to retake the exam 1.5 weeks subsequent to the first exam date. An alternate exam will be given and the student will be required to obtain 75% on this exam in order to pass. If the student fails a second time (less than 75%), he or she will be required to complete remedial work as their preparation for re-taking an additional exam.

Achieving a pass on the comprehensive exam demonstrates the completion of one of the final competencies prior to your graduation.

Comprehensive Exam Date: first Thursday of April.
Comprehensive Exam Re-take Date: third Monday of April.

Academic Appeal and Review Process
Students have the right to appeal academic decisions in which they believe they have been treated unjustly or have been unfairly criticized, and to express grievances related to academic situations. These decisions and situations typically include, but are not limited to, those related to grades and grading procedures, assessment of student learning (e.g., tests and assignments), classroom policies, instructional or classroom management strategies, and advising decisions. Those involved in the dispute (e.g., the student and the professor, advisor, internship supervisor or other) are encouraged to use professional discretion, integrity, respect, and impartial judgment in resolving issues amongst themselves.

Students are asked to use the following process for appeals:
1. Within 10 days of the situation prompting the student’s concern, the student should request to talk to the person responsible for the decision or involved in the dispute so the student can communicate his/her concerns and attempt to resolve the issue between the individuals involved. The professor should arrange to meet with the student within 10 days of the student’s request.
   1.1. Although recommended, there may be situations, such as decisions related to the student’s final course grade, in which those involved cannot meet face-to-face so the student will need to express his or her concerns via email, a letter, or a phone call.
2. If the student remains unsatisfied with the outcome of the decision by the professor, the student should put the issue in writing and submit it to the chair of the department in which the dispute occurred within 10 days following the decision in step #1. The student may include any supporting documentation needed. The written dispute should include the facts and concerns about the case and specify the student’s desired outcome. The department chair will review the concern and respond within 10 days.

3. If the student is unsatisfied with the outcome of the decision by the department chair, the student should re-submit the written dispute and supporting documentation to the dean of the school in which the dispute occurred within 10 days following the response by the department chair. The dean will review the concern and respond within 10 days.

4. If the student remains unsatisfied with the outcome of the written dispute by the dean, the student should re-submit the written dispute and supporting documentation to the Dean’s Council (via the provost in the Academic Affairs Office) within 10 days of the dean’s decision. The student has the right to appear before the Dean’s Council to present his/her concern and the Dean’s Council may request to interview others involved in the dispute in order to form a final decision.

At the point in the process when the student’s final grade is determined, this shall be communicated to the Registrar according to the institution’s Grading Policy and Procedures.

In cases where cheating, plagiarism, or an accusation of academic integrity occurs, the Office of Student Affairs may be involved as early as step one of the process if the professor chooses since violations of academic integrity are infractions against the Grace College Community Standards.

Students who believe they have been harassed or threatened in any way are encouraged to follow the sexual harassment policy of Grace College and Seminary. Information regarding this policy may be obtained from the Office of Student Affairs (http://www.grace.edu/studentlife/index.php).

**Integrity in Academic Work**

This disposition is essential to the Christian profession and lifestyle. There is a high measure of trust that must be part of student-student and student-faculty transactions. It is expected that students will live up to the spirit and letter of the responsibilities and requirements for each course. Evidence of dishonesty in any form will be sufficient ground for failing the course.
Disciplinary Dismissal and Suspension

When a student is suspended or dismissed for disciplinary reasons, the college abides by the Withdrawal Policies.

1. If the date of dismissal is during the “W” period, the student receives a “W” on his or her Academic Transcript. If the student is dismissed after the “W” period, the student receives an automatic Failure “F” or No Credit “NCR.” Exceptions are granted only by permission of the Academic Office.

2. Before a dismissed student leaves campus, the student’s advisors and professors must be notified in case he or she has graduate departmental materials that should be returned.

3. With regard to financial refunds, tuition is based on the refund schedule published at the beginning of each semester. Prorated refunds are based on verification of when the student last attended classes.

Note: Refer to the Withdrawal Policy in the Academic Policies Manual (https://www.grace.edu/academics/registrar/) for more information.

Attitude and Conduct Expectations

The attitude and conduct expectations are as follows:

Biblical Expectations

The goal for each believer is to conform to the pattern and practices of Jesus Christ (Rom 8:29). Scripture teaches us that conduct apart from character development produces superficial Christianity. Biblical instruction is characterized by commandments and principles which, when applied, give godly discernment. Divine commands are very clear in their call for a distinctive lifestyle. Positive commands include “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law” (Gal 5:22–24; NIV). This “fruit of the Spirit” is to be sought, encouraged, and demonstrated in our relationships.

Members of the Grace community are to abstain from behavior explicitly prohibited in Scripture. These include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including coarse and obscene language), sexual promiscuity (including adultery, homosexual behavior, and premarital sex), drunkenness, immodesty of dress, Satanic worship, and occult practices (Rom. 1:29–31; I Cor. 6:18; Gal. 5:19–21).

Certain attitudes such as greed, jealousy, pride, lust, and hatred are condemned in Scripture. Though these attitudes are sometimes difficult to discern, they hinder relationships with God and others and contribute to unacceptable behavior. Because we are to be men and women of integrity...
before God, dishonesty, including cheating, lying, and plagiarism will not be permitted. Pornography is degrading and exploits people. Furthermore, its use is immoral and destructive. Any use, possession, or distribution of pornographic literature or materials, on or away from campus, is not permitted.

In the context of biblical relationships, it is imperative for each member of the Grace community to encourage and remind one another that we are to honor God. This will require each of us to be willing to speak the truth in love and involve ourselves in the process of correction and restoration. Christian courtesy and consideration for one another should be distinctively present in all of our relationships. Therefore, we urge all members to defer their own satisfaction for the welfare of others.

Grace College is a community of Christians who are committed to God and to each other for the purpose of spiritual maturation, encompassing academic proficiency, and personal growth. Individual commitment to the Lordship of Jesus Christ is the cornerstone for participation in the Grace community. Together we seek to honor God by integrating faith and learning in our commitment to Christ. In sharing this vision, we desire each member to bear the responsibility for his or her own spiritual growth, as well as for the support and encouragement of others in the community.

Grace College exists to provide an educational environment characterized by the integration of God’s Word in every discipline, the development of Christian character, and the application of Scripture in corporate living and personal thought. The purpose of this statement is to clarify the expectations for participation in the Grace community that will enable us to create this kind of environment. Because of the diversity of backgrounds and viewpoints, each individual approaches community from a different perspective and, therefore, total unity of viewpoint is difficult to achieve.

Acknowledging this, we press toward biblical and institutional parameters that express our distinctives and fulfill the requirement of order for our community. This effort will doubtless be imperfect, yet the imperfect result must not deter us from the difficult task of attempting to establish biblical and reasonable expectations. Christians who choose to join the Grace community do so freely, and they willingly take upon themselves the responsibilities of a student of Grace College and Seminary.

In order to encourage the spiritual and intellectual growth of our students, Grace College sets the framework for students’ moral orientation and physical welfare. In keeping with our belief in the accountability of the individual and the individual’s responsibility to God, self, and others, Grace College will not intervene or involve itself in the day-to-day administration of an individual’s daily
life and routine. As personal rights and dignity expands, so does the responsibility of the individual to perform the tasks necessary to his or her own daily routine.

**Standards of Conduct**
Because of the great responsibility for modeling placed on Christian leaders, all students in the GDCIR and Grace Theological Seminary are expected to maintain the highest standards of biblical conviction and conduct.

The GDCIR and Grace Theological Seminary are not censoring agencies, but expect maturing Christian convictions, concern for the conscience of others, and a willingness to submit to spiritual authority.

Although man-made regulations cannot improve on the Christian’s standing in Christ, they can strengthen the life and testimony of individuals and the institution. Reasonable standards of conduct, therefore, are a necessary part of a spiritual community. Accordingly, the GDCIR and seminary’s standards of conduct include:

1. The highest standards of Christian conduct in all activities and relationships. In particular, students are exhorted and expected to maintain proper family relationships and to abstain from improper sexual activities and emotional entanglements.

2. Faithfulness in Christian ministry. Each student is expected to be involved in ministry during his time of study on campus. Academic preparation does not take the place of active participation in the local church.

3. Utilization of time to the best advantage by careful study, participation in spiritual activities, faithful attendance in church and at school, and the discerning use of entertainment media such as literature, movies, music, television, and internet.

4. Abstinence from such practices as gambling, identification with secret societies, and the use of alcoholic beverages, illegal drugs, and tobacco.

5. Because a significant number of evangelical Christians view dancing as a morally questionable activity, the context in which it takes place should be the determining factor as to its appropriateness. Acceptable forms of expression may include swing dance, square dance, line dance, folk dance, weddings, church activities, dance lessons, and the use of choreography in drama, musical productions, and athletic events.

- Dancing which takes place in a dance club, bar or party setting (non-Christian or where alcohol is served), or dancing that is sexually provocative, is not permitted for members of the Grace community. While some may be able to conduct themselves in an appropriate manner in such settings, there are numerous potential dangers inherent in them.
Before engaging in any type of dance activity, please consider that issues of the heart are of utmost importance.

- Exceptions to this policy may be requested through the Student Affairs Office.

6. Avoidance of every form of dishonesty, including falsehoods, cheating on exams or assignments, failure to meet financial obligations promptly, and negligence in the performance or duties at one’s place of employment.

7. Conformity to certain standards of appearance and dress which are maintained in order to strengthen the testimony of the GDCIR and seminary and to promote the general morale of the school.

Grace College and Seminary reserve the right to discipline or dismiss a student who, in its judgment, does not conform either to the stated regulations governing conduct or to the expressed principles, policies, and programs of the college and seminary.

By virtue of their enrollment, students agree to live within the framework of these standards. Disciplinary problems will be handled by the dean of students in conjunction with the dean of the Seminary and department chair of the GDCIR.

**Graduation Requirements**

**M.A. in Clinical Mental Health Counseling Degree**
This program is designed to prepare graduates for professional standing. Thus, students must meet both academic and personal standards, reviewed at several stages including 1) Counseling Skills, 2) Practicum, 3) Degree Candidacy, 4) Internships, and 5) Comprehensive and Portfolio Examinations. Student evaluations will not be limited simply to academic performance but may include ethical standards, personal maturity, psychological stability, and professional competencies.

**M.A. in Interpersonal Relations Degree**
This degree is designed to prepare students for professional and ministry settings. Therefore, students must meet both academic and personal standards. Each student is reviewed at different stages, including 1) Counseling Skills and 2) Practicum. Student evaluations will not be limited simply to academic performance but will include ethical standards, personal maturity, psychological stability, and professional competencies.

**Graduation Procedures**
1. To be a candidate for graduation, a student must complete an Application for Graduation as well as a Schedule of Study which reflects both the semester each course was taken as well as the grade received in the course.
Both forms require student and advisor signatures. These two forms are to be submitted no later than the last business day of November to the Registrar’s Office.

2. All candidates for graduation must complete a Senior Audit and a Senior Audit Review of their degree program with the registrar before they can be considered a candidate for graduation.

3. Payment of all debts, encumbrances, fees, etc., must be cared for by the student in order to receive his or her diploma/degree. For Perkins Loan and/or Stafford Loan borrowers, this also includes attendance at the prescribed Exit Interview.

4. Each student pursuing a degree must take full responsibility for meeting graduation requirements. Sources of information are the Registrar’s Office, the Academic Affairs Office and your faculty advisor.

5. Each department chair provides the registrar with a list of courses that must be taken at Grace College, courses for which transfer credit will not be granted.

**Academic Honors Policy (M.A. in Clinical Mental Health Counseling degree only)**

The Grace College Academic Honors program is subject to the following criteria:

- A student may receive academic honors regardless of his or her full-time or part-time status.

- For the purpose of public recognition at commencement, the cumulative GPA announced is the official GPA available from the most recent term completed. Upon receipt and posting of the final grades for the last term attended, the final GPA is recorded. Any adjustments affecting a student’s academic honor status will be so noted on the permanent transcript and communicated to the student by letter.

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<tr>
<th>GPA</th>
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<tr>
<td></td>
<td>Magna Cum Laude</td>
<td>3.800–3.939</td>
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<td></td>
<td>Summa Cum Laude</td>
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**Summer Graduation**

A student who has nine hours or fewer remaining in his/her degree program may still participate in the May Commencement Program as long as the following process is satisfied:

1. The course needed to complete the degree should be taken at Grace providing it is offered. The reason for encouraging enrollment at Grace is to guarantee course offerings early enough for student planning. The student registers during the week of Spring Registration.
2. In the event that the course is not offered at Grace, the student needs to make arrangements with the department chair, his or her advisor and the Registrar for work at another institution. Approval of course work, credit hours, and transferability are worked out in accordance with the Graduate Department’s Transfer of Credit Policy.

3. The Registrar must receive an official transcript no later than July 31 of the summer when the course work is being taken. If not received by this date, the student forfeits graduation, the graduation fee, and the diploma for that year. The student applies for graduation the following year and pays the graduation fee.

Counseling Skills and Practicum

Counseling Skills

We believe that the course “Counseling Skills” is a crucial learning component of the GDCIR. One aspect of this course involves addressing the student’s personal life issues (problems, background, relational style, etc.) which may impede or enhance therapeutic work with clients. Issues that could be detrimental to counseling will be addressed because of the commitment to the well-being of clients and a desire to avoid sending out graduates who could do harm to their clients. The process may be disruptive at times; however, we believe it is necessary for the well-being of clients. Our goal in this process is to help the students grow in Christ and become the most effective counselor possible.

Another aspect of this course involves the acquisition of counseling skills while continuing to look at personal life issues that impede therapeutic work with clients. The various skills of counseling will be taught, students will counsel role play “clients” (volunteers), and group supervision will be employed. In this class, we will ascertain if the student is prepared for Practicum. The class will be graded on a “Credit/No Credit” (“CR-NC”) basis (see Credit/No Credit Policy for Counseling Skills and Practicum).

In keeping with the program philosophy, personal counseling is strongly recommended in this course. A list of area counselors (and their fees) will be provided, but the student is free to receive counseling from a Masters level counselor of the student’s choice. The student should be aware that this component might involve an additional expense.

This course may also include the use of a clinical supervisor(s) as co-facilitators and co-supervisors in the overall experience. Each student is required to meet with a clinical supervisor or instructor for at least one (1) hour bi-weekly for individual supervision. Students who have completed 15 credit hours must then take Counseling Skills, unless waived by the department chair.
Practicum

After the successful completion of the Counseling Skills course and at least 12 hours of successfully completed course work, the student is eligible for Practicum. The Practicum experience is designed to provide the student with actual counseling experience, along with group and individual supervision.

The Practicum consists of one (1) semester (approximately 15 weeks) in which the student will accumulate 100 course work hours in the following manner:

- Direct service with clients with at least 10 in group work: 40
- Individual supervision with a clinical supervisor under the supervision of a faculty member: 15
- Group supervision facilitated by a faculty member: 45
- Total: 100 hrs

Students who have completed 18 credit hours must then take Practicum, unless waived by the department chair (see the Practicum syllabus for a detailed description of Practicum requirements).

If it becomes obvious that a student has not acquired the necessary skills to adequately help others in the counseling process, the student will be informed of that deficit, and remedial work may be required. If progress is not exhibited, a “No Credit” (“NC”) will be issued. If an “NC” is issued, the student may choose to repeat the Practicum only one (1) time. A second “NC” for this course will result in dismissal from the program.

Counseling Skills/Practicum Credit/No Credit Policy

One way in which we will “screen” counselors who we believe may do damage to their clients is through the Counseling Skills and Practicum class. This is the reason we are using a “Credit/No Credit” (“CR”-”NC”) system for these courses. If a student receives “Credit” (“CR”), then the student may proceed to the next level. If a student receives “No Credit” (“NC”), then he or she is required to repeat that particular class before moving to the next level (or in the case of the Advanced Internship, before graduating).

A student may receive “NC” for one (or more) of the following reasons:

1. The student lacks adequate self-awareness and, therefore, has “blind spots” that may affect the counseling process and possibly do damage to clients (references in the syllabus).
2. The student lacks adequate social skills needed to properly care for others or has personality characteristics that may do harm to an individual.
3. The student lacks adequate knowledge of counseling theory/skills needed to engage in competent counseling.
4. The student engages in unethical conduct while in Counseling Skills, Practicum, Internship, or Advanced Internship.
5. The student lacks discipline in his or her life to consistently engage in biblical behaviors and follow a godly lifestyle.

If the student receives “No Credit” (“NC”) or “Provisional Credit” (“PCR”=credit but with remedial work required) at midterm or receives one or more Professional Characteristic indicators or a “3” or below (7 point scale) on the Counseling Skills/Practicum Evaluation Form, the GDCIR faculty may require outside work (of the respective program) in order to address the issue(s) involved. This may include extra course work, counseling, accountability, etc. It is the responsibility of the student to pay for the costs that may be incurred due to required remedial work.

If one of the above listed problem areas is discovered, there are two steps to the remediation process:

1. The student is presented in writing with a copy of the Counseling Skills/Practicum Evaluation Form. A copy of the form will be discussed with the GDCIR faculty in a weekly meeting. After the faculty discussion, the student and the professor will meet to discuss the evaluation form and any recommended remediation deemed appropriate.

2. If a student receives one or more Professional Characteristic indicators of “3” or below (7-point scale) on the Counseling Skills/Practicum Evaluation Form, the student will be required to meet with the professor to discuss remediation or possible reconsideration of the student’s continuation in the program. A copy of the evaluation scale and any action taken will be given to the student and placed in the student’s file.

If, at the final evaluation, the student has not satisfactorily and successfully completed the remedial work in its entirety and/or receives one or more professional characteristic indicators of a “3” or below (7-point scale) on the Counseling Skills/Practicum Evaluation form, a “No Credit” (“NC”) will be issued.

In order to repeat the course, additional remedial work may be required. The student may repeat that particular class only one time. Receiving “NC” twice for a particular class is grounds for dismissal from the program. If the student is informed that he or she will be dismissed from the program, the instructor will meet with the student to discuss alternative educational/ employment options. A referral will also be made to the director of Career Services.

Please Note: The decision to give “NC” to a student will be made by the class professor. If the student wishes to challenge this decision, the student must follow the academic appeal and review process.
Subjective Component of Credit/No Credit Grading

In the final analysis, all grading is subjective. It is highly dependent upon the observations, experience, and professional and academic judgments of the GDCIR faculty. The decision to award “Credit” or “No Credit” is based upon how students respond to and achieve what the professor has determined should be achieved, in role-plays, tapes, paperwork, critiques, group discussion feedback, case scenario presentations, completion of readings, etc.

The award of “Credit/No Credit” is also developed within a comparative analysis with other students. The reality is that not all students in Counseling Skills/Practicum work are at the same levels. Not all have the same goals, clinical skills, cognitive capabilities, level of interest, work ethic, experiential background, or maturity. Therefore, not all students may receive “Credit” for the course.

When students have agency supervisors along with a supervisor for Counseling Skills/Practicum, the Counseling Skills/Practicum supervisor is considered the primary supervisor and the agency supervisor is considered the secondary supervisor. The primary supervisor will make the final decision as to whether a student will receive “Credit” or “No Credit” for the class. The feedback from the agency supervisor will be requested and incorporated into the final decision; however, the final decision remains with the Counseling Skills/Practicum Supervisor.

Practicum, Internship, and Advanced Internship

If the agency supervisor perceives that the student is not meeting minimal standards of competency at the Practicum, Internship, or Advanced Internship sites, the agency supervisor will identify challenges and possible solutions the student will need to meet. If the agency supervisor believes additional work is necessary for the student, a written remedial plan will be developed by midterm. The remedial plan will need to be completed satisfactorily and in its entirety by the end of the semester. A copy of this remedial plan will be given to the student and the Practicum, Internship, and Advanced Internship supervisor.

If a remedial plan cannot be agreed upon between the agency supervisor and the student, the Practicum, Internship, or Advanced Internship supervisor will be notified. The Practicum, Internship, or Advanced Internship supervisor will meet with the student and the agency supervisor and make a reasonable attempt to help all parties reach a satisfactory agreement. The Practicum, Internship, or Advanced Internship supervisor reserves the right to make a site visit and to observe the student’s practice within the agency.

Up to the 3/4 point in the semester, a student has the opportunity to obtain a new agency supervisor at the present site if a new agency supervisor is
available. If an alternative agency supervisor is not available at that site, the
student will need to obtain an alternative site and alternative agency supervisor.
The student will need to discuss these plans with the Practicum, Internship, or
Advanced Internship supervisor. If the student decides to obtain an alternative
supervisor, the remedial work still needs to be completed to the full satisfaction
of the Practicum, Internship, or Advanced Internship supervisor.

Guidelines for Counseling Internships
Two (2) internships are required for the 62-hour M.A. in Mental Health Counseling
degree:

1. Internship in Mental Health Counseling: This is a 600-hour internship to be
completed in a mental health facility. At least a licensed master’s level
supervision is required (e.g., LMHC, LCSW, LMFT, Ph.D., Psy.D. or a Ph.D. and
Psy.D. with a LMHC and/or HSPP). This internship can be started the summer
before the fall semester in which the course is offered in order to complete
the hours. See course syllabus for details.

2. Advanced Internship: This is a 300-hour internship to be completed in a
mental health facility. At least 100 hours of face-to-face supervision is
required for the combined 1000 hours of Practicum, Internship, and
Advanced Internship. Supervision evaluations will be used as a major
determinant for the student to receive a “CR” or “NC” for each respective
course. If a student receives an “NC” for a course, that course may be
repeated one (1) time only. A second “NC” will result in termination from the
program.

Paid Internship Policy
Many internship sites offer non-paid positions. However, the GDCIR M.A. in
Clinical Mental Health Counseling degree will allow paid positions to be used for
internship credits as long as certain requirements are met. The site must meet the
criteria established by the GDCIR. The student must obtain approval from the
site supervisor and class instructor before the internship begins. The student must
discuss the clinical experiences he or she expects to pursue in the paid position
with the internship supervisor to ensure the student gains a variety of clinical
experiences beyond the scope of the current job description.

Internship/Advanced Internship Credit/No Credit Policy

Internship/Advanced Internship Credit/No Credit Policy
One way in which we will “screen” counselors who we believe may do damage
to their clients is through the Internship/Advanced Internship class. This is the
reason we are using a “Credit/No Credit” (“CR”/”NC”) system for these courses.
If a student receives “Credit” (“CR”), then the student may proceed to the next
level. If a student receives “No Credit” (“NC”), then he or she is required to
repeat that particular class before moving to the next level (or in the case of the Advanced Internship, before graduating).

The student may receive “NC” for one (or more) of the following reasons:

1. The student lacks adequate self-awareness and, therefore, has “blind spots” that may affect the counseling process and possibly do damage to clients.
2. The student lacks adequate social skills needed to properly care for others or has personality characteristics that may do harm to an individual.
3. The student lacks adequate knowledge of counseling theory/skills needed to engage in competent counseling.
4. The student engages in unethical conduct while in Internship or Advanced Internship.
5. The student lacks discipline in his or her life to consistently engage in biblical behaviors and follow a godly lifestyle.

The supervisor's feedback on the Agency Evaluation of Internship Student Form and Narrative Evaluation will be a major determinant for the student receiving a “CR” (Credit) or “NC” (No Credit) for this course. The agency supervisor will complete the Agency Evaluation of Internship Student Form and Narrative Evaluation approximately halfway through the internship (end of summer) and at the completion of the internship experience.

In order to repeat the course, additional remedial work may be required. The student may repeat that particular class only one time. Receiving “NC” twice for a particular class is grounds for dismissal from the program.

Please Note: The decision to give “NC” to a student will be made by the class professor. If the student wishes to challenge this decision, the student must follow the academic appeal and review process. If the student is informed that he or she will be dismissed from the program, the Instructor will meet with the student to discuss alternative educational/employment options. A referral will also be made to the director of Career Services.

Clinical Concerns

Site Supervisor Concerns Regarding Students
If the site supervisor perceives that the student is not meeting minimal standards of competency at the internship site, the site supervisor will identify challenges and possible solutions the student will need to meet. If the site supervisor believes additional work is necessary for the student, a written remedial plan will be developed by midterm. The remedial plan will need to be completed in its entirety by the end of the semester. A copy of this remedial plan will be given to the student and the internship supervisor. If a remedial plan cannot be agreed
upon between the agency supervisor and the student, the internship supervisor will be notified. The internship supervisor will meet with the student and the site supervisor and make a reasonable attempt to help all parties reach a satisfactory agreement. The internship supervisor reserves the right to make a site visit and to observe the student’s practice within the agency.

Up to the 3/4 point in the semester, a student has the opportunity to obtain a new site supervisor at the present site if a new site supervisor is available. If an alternative site supervisor is not available at that site, the student will need to obtain an alternative site supervisor. The student will need to discuss these plans with the internship supervisor. If the student decides to obtain an alternative supervisor, the remedial work still needs to be completed to the full satisfaction of the internship supervisor.

**Student Concerns Regarding the Internship Supervisor**
If the student has concerns/conflicts with the internship supervisor, the student should meet with them to attempt to resolve the stated concerns. If the concerns are regarding a perceived ethical/moral violation on the part of the internship supervisor and the student does not feel comfortable discussing this with the internship supervisor, the student would be advised to discuss this with the department chair.

If the student has any concerns/conflicts with the department chair, he or she should meet with the department chair to attempt to resolve the stated concerns. If the concerns are regarding a perceived ethical/moral violation on the part of the department chair and the student does not feel comfortable discussing this with the department chair the student would be advised to discuss this with another faculty member.

**Student Concerns Regarding the Faculty Supervisor**
If the student has concerns/conflicts with the faculty instructor, the student should meet with the faculty instructor to attempt to resolve the stated concerns. If the concerns are regarding a perceived ethical/moral violation on the part of the faculty instructor and the student does not feel comfortable discussing this with the faculty instructor, the student would be advised to discuss this with the department chair.

**Dress Code for Counseling Skills, Practicum, Internship, and Advanced Internship**
Students should dress professionally when meeting with students/clients for Counseling Skills, Practicum, Internship or Advanced Internship. Casual clothing such as jeans, overalls, shorts, t-shirts, sweatshirts, etc., should be avoided. If the student is working with an agency for Practicum, Internship, or Advanced Internship, the dress code of that agency should be followed.
**Liability Insurance**
Students in Counseling Skills, Practicum, and Internship/Advanced Internship are required to purchase liability insurance prior to clinical classes (see course syllabus). Students are required to give a copy of their insurance policy to their instructor.

**Clinical Coordinator**
The clinical coordinator is responsible for the coordination of all clinical experiences in Counseling Skills, Practicum, Internships, and Advanced Internships.

1. The Clinical Coordinator provides a current *Supervisor Training Manual for Site Supervisors* to site supervisors.
2. The Clinical Coordinator is responsible to oversee and update the site list for clinical classes.
3. The Clinical Coordinator is responsible for assisting students in obtaining sites for clinical classes.
4. The Clinical Coordinator establishes the Role Play Counselors List for Counseling Skills students.
5. The Clinical Coordinator is responsible for leading Practicum Orientation in late October and Internship Orientation in early April to prepare students to apply and secure sites.
6. Provide interview skills training for students applying to Practicum and Internship.
7. Field calls from Supervisor regarding Practicum and Internship issues and concerns.

**Textbooks**
A listing of the textbooks for each course offered may be found at the following website:

http://www.treeoflifebookstores.com/grace/

Students may also find this to be a convenient place to purchase the course texts and materials.
COURSES

CPY505 Theological Foundations of Counseling
This course will examine the theological foundations as a basis for counseling, specifically as it pertains to personality, God’s design for proper functioning, what goes wrong, and possible solutions. Pertinent theological topics will also be discussed. Three hours.

CPY510 Foundations of Mental Health Counseling
This class will examine the nature, dynamics, and contextual dimensions of mental health counseling. Three hours.

CPY515 Marriage and Family Counseling
This course will examine the theoretical constructs inherent in proper functioning of both the marital relationship and for the family. Students will explore how the counselor can implement knowledge and skills necessary to aid in the mending of marriages and the restoration of proper family functioning. A major focus will be conflict resolution. Three hours.

CPY520 Personality/Counseling Theories
In this graduate level course, students will learn to analyze major theories of personality and counseling, including but not limited to psychoanalytic, behavioral, cognitive-behavioral, and existential/humanistic approaches. Three hours.

CPY525 Psychopathology
This course will deal with the DSM-IV-TR, which contains the criteria for specific diagnoses. The objective of this course is to have students develop diagnostic skills along with an understanding of various disorders. Three hours.

CPY535 Counseling Skills
Professional skill development is the emphasis of this course. The student will learn about and practice implementing counseling skills. Group and individual supervision with a clinical supervisor will be employed. Strengths and weaknesses related to interpersonal competencies (e.g., openness, flexibility, cooperativeness, aware of impact on others) will be explored as well. Students must have completed or are simultaneously taking the following: Theological Foundations of Counseling (CPY505), Ethical and Legal Issues (CPY620), and Group Counseling (CPY635), Three hours.

CPY538 Psychotherapy with Children & Adolescents
This course will offer students exposure to the scope of counseling with children and adolescents. This is an interactive course designed to equip students with both theory and practical applications unique to issues related to counseling youth. Three hours.
**CPY545 Prayer & Counseling**
This course focuses on directing students to be taught and challenged to draw upon God’s unending supply of wisdom and strength when serving as confidant to the anguish and impiety of others. Reading and writing projects along with prayer partnership will help apply principles grappled with in class. One hour.

**CPY550 Psychotherapy and Trauma**
This course will examine the nature and practice of psychotherapy as it pertains to the topic of crises, disasters, and other trauma causing events. The nature of trauma, trauma resolution, and the standard of care in responding to trauma survivors will be explored. Three hours.

**CPY559 Research and Statistics**
This is a course on research design and experimentation as it pertains to the study of counseling and a basic understanding of the statistics employed to analyze data gathered. Three hours.

**CPY565 Addictions Counseling**
This course will examine drug and alcohol counseling, other addictions, DSM-IV-TR criteria, the addictive process, and treatment issues. Three hours.

**CPY569 Psychological Testing and Measurement**
Students will receive instruction in the measurement of human behavior with psychological instruments. The course will include an introduction to tests of intelligence, achievement, personality, and interest, with emphasis on test construction, administration, and validation. Three hours.

**CPY570 Practicum**
Practicum provides an opportunity for students to perform a variety of activities that a regularly employed staff member in a counseling setting would be expected to perform. Students are required to obtain 40 hours of face-to-face counseling as part of this 100-hour practicum. Three hours of weekly group supervision and one hour of weekly individual supervision will be provided. A maximum of 10 students per practicum class is allowed. Students must have completed or are simultaneously taking the following: Theological Foundations of Counseling (CPY505), Counseling Skills (CPY535), Ethical and Legal Issues (CPY620), Group Counseling (CPY635), Marriage and Family Counseling (CPY515), Psychopathology (CPY525), and Psychotherapy and Trauma (CPY550). Three hours.

**CPY575 Gender and Sexuality**
A biblical psychology of men and women will be addressed. God’s design for gender differences and how men and women commonly deviate from this design will be discussed. Sexuality, sexual deviances and issues germane to both genders will also be explored. Three hours.
CPY581, 582, 583 Independent Study in Counseling
Topics or projects will be chosen and investigated in the area of counseling in consultation with the individual professor. Prerequisite: Permission of the GDCIR department chair. One-three hours. Non-repeatable.

CPY620 Ethical/Legal Issues
The legal, ethical, and professional issues in the delivery of mental health services are examined. Topics include ethical standards, privacy, confidentiality, and credentialing. Mental health codes and legislation are also discussed. Three hours.

CPY635 Group Counseling
The history, theory, methods, and applications of group psychotherapy are examined, discussed, and demonstrated. The development of competency in group methods is enhanced through didactic presentation, role-playing, and participation in an ongoing group. Three hours.

CPY640 Human Growth and Development
The course in human development emphasizes psychological development from childhood to adulthood, birth through aging. Attention is given to the relationship between developmental processes and socialization, including the psychosocial aspects of aging, coping, and adaptation. The latter part of the course will emphasize counseling with children and younger adolescents. Three hours.

CPY650 Social and Cultural Issues
This course will examine cultural, social and racial issues as they affect the therapeutic process. Emphasis will be placed on understanding worldviews, cultural history, values, systems and other such factors as they impact effective diagnosis, assessment and treatment of culturally diverse groups. Understanding culturally specific theories and advocacy will be introduced as part of a culturally competent clinician’s developed skill set. Two hours.

CPY651 Cross Cultural Field Experience
A seven-day, out-of-state field experience will offer cross-cultural awareness and interaction with people in their actual environment, providing practical intercultural encounters. Prerequisite: CPY 650 (or currently enrolled). One hour.

CPY660 Lifestyle/Career Counseling
This course will examine the theories, techniques, and activities designed to facilitate and promote successful career and life planning. Three hours.

CPY669 Internship in Mental Health Counseling
A 600-hour internship is required in a mental health setting (i.e. mental and physical health facilities, child and family service agencies and private practice). A minimum of a licensed master’s level supervision is required.
Prerequisite: CPY 510, 525, 535, 570, and 33 hours of successfully completed course work. One hour.

**CPY670 Internship in Mental Health Counseling**
A 600-hour internship is required in a mental health setting (i.e. mental and physical health facilities, child and family service agencies or private practice). A minimum of a licensed master’s level supervision is required. Prerequisite: CPY 510, 525, 535, 570, 669, and 34 hours of successfully completed course work. Three hours.

**CPY671 Advanced Internship**
A 300-hour internship is required in a mental health setting (i.e. mental and physical health facilities, child and family service agencies or private practice). Advanced Internship is a continuation of the Internship experience. Internship is a distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills.

Prerequisite: CPY 670 and 49 hours of successfully completed course work. (Note: 100 hours of face-to-face supervision is required for the 1000 hours of Practicum, Internship, and Advanced Internship. Three hours.

**Miscellaneous**

**Endorsement Policy**
Graduates apply to a variety of organizations with mental health and ministry positions. Faculty have the opportunity to provide letters of recommendation to graduates in these positions. However, the GDCIR faculty reserve the right to provide letters of recommendation for students they wish to endorse. Letters of recommendation are a privilege/courtesy and should be viewed this way. Professors are under no obligation to endorse a student or write letters of recommendation.

**Professional Organizations**
Students are encouraged to attend ACA, AMHCA, and AACC conferences. It is important for students to keep up to date with the professional organizations listed above. An organization like ACA will send information about ethics and legal issues, seminars, journal information, and other articles related to psychology and the counseling field. After graduation, if a student chooses to work toward becoming a licensed mental health counselor, continuing education credit hours are necessary on a yearly basis. In addition, subsequent to graduation, belonging to professional organizations is beneficial for the job-hunting process. It is helpful to have membership with associations for a vita/résumé.
License

Licensed Clinical Mental Health Counselor or Licensed Professional Clinical Counselor (M.A. in Clinical Mental Health Counseling degree only)

Check with your local state licensing board. In Indiana, this license requires a 60-hour master’s degree in counseling from an accredited college or university. In addition, the candidate must complete a designated number of supervised counseling hours under a licensed counselor or psychologist and pass a qualifying examination. Most states will automatically accept the education of applicants for licensure from a CACREP-approved program. However, those who are interested in licensure in clinical mental health counseling are urged to check with the licensing boards/agencies of the state(s) where licensure is desired to determine compliance of this degree with the particular requirements.
Faculty

Schultz, Tammy M., Ph.D., LMHC

Professor of Counseling
Department Chair

B.A., Criminal Justice, University of Winnipeg;
M.A., Counseling, Providence College;
M.A., Counseling, University of North Dakota;
Ph.D., Counseling Psychology, Indiana State University.

Dr. Tammy Schultz is the department chair for the GDCIR. Her salient interests are looking at the issue of suffering and how this impacts a person’s spiritual walk. She has co-authored a book on the topic of counseling and prayer and is presently completing *Beyond Desolate*, a book on healing from child sexual abuse. She has taught at Grace College for fifteen years. Prior to coming to Grace, she counseled full-time at the Winnipeg Christian Counseling Group in Winnipeg, Canada, and taught part-time at Providence Seminary.

Conrad, Damaris, Ph.D.

Part-time Instructor in Counseling

B.A., Social Science-Psychology, Thomas Edison State University;
M.A., Counseling Psychology and M.S., Education Counseling, National University;
Ph.D., Human Services, Capella University.

Dr. Damaris Conrad holds a PPS credential in School Counseling, a certification in School Psychology, and has a Marriage and Family Therapy License (MFT) from the State of California. Her doctoral work included an emphasis in Marriage and Family Therapy and Clinical Supervision. She has been in practice for the past 18 years, conducting licensure prep programs on the West Coast, and sitting as an oral exam commissioner for the state boards. She currently teaches and supervises at Capella University.

Dickens, Angelia, Ph.D. NCC, LPC

Part-time Instructor in Counseling

B.A., Psychology, Christopher Newport University;
M.A., Counseling, Regent University;
Ph.D., Counselor Education and Supervision, Regent University.

Dr. Angela Dickens’, research interests include investigating effective teaching and supervision strategies in counselor education, influences of mentorship on students’ development of professional identity, and integration of spirituality in...
counselor education. Her dissertation investigated the supervisory working alliance in distance and face-to-face formats. She is currently working on a journal article on the topic as well as one comparing text, teleconferencing, and videoconferencing formats of distance supervision. Prior to coming to Grace, she was a teaching/graduate assistant for Regent University. She has experience co-teaching in traditional, hybrid, and online classes. Dr. Dickens has worked as a Licensed Professional Counselor in the State of Virginia since August of 2007 providing mental health, substance abuse, couples and family counseling in community agencies, private practice and military settings. She currently holds a full-time position with Western Tidewater Community Services Board in Franklin, Virginia.

**Grill, E. Michael, Ed.D.**

*Instructor of Counseling*
*Professor of Psychology*

B.A., English, Grace College;
M.A., School Psychology, Ball State University;
Ed.D., School Psychology, Ball State University

Dr. Mike Grill is an Indiana certified school psychologist. He is the Dean for the School of Behavioral Sciences at Grace College. In addition to teaching, he has conducted 150 workshops in both business and educational settings. These workshops have dealt primarily with team building, conflict resolution, and marketing.

**Marlett, Keith E., Ph.D., LMHC**

*Assistant Professor of Counseling*

A.A.S., Criminal Justice, Auburn Community College;
B.S., Pastoral Ministries, Liberty University;
M.A., Professional Counseling, Liberty University;
Ph.D., Professional Counseling, Liberty University.

Dr. Keith Marlett has been an ordained minister for 31 years, has served 25 years in pastoral ministry, and several years as a town justice. He is a licensed professional counselor in Ohio and Indiana and has been the director of a seminary counseling center. He has been an adjunct professor at Ashland Theological Seminary (Ohio), Baptist Bible College (Pennsylvania) and Liberty University (Virginia).
Matthew A. Miller, Ph.D., HSPP

Part-time Instructor in Counseling
Director of the Counseling and Health Center

B.S., Grace College, Psychology and Business Administration;
M.A., Counseling, Michigan State University;
Ph.D., Counseling Psychology, Michigan State University.

Dr. Miller’s research interests include counselor trainee development, college student adjustment and retention, and occupational selection/satisfaction. His most recent publication focused on the receptivity in secular counseling training programs regarding religion as an important point of diversity. Prior to coming to Grace, he has served within the retail industry performing industrial/organization consultation, a group practice focused on neuropsychology and psychology assessment, and served as a Captain in the United States Air Force, directing mental health operations at Vance Air Force Base in Enid, OK. He has accrued teaching experience at Louisiana Tech University, Michigan State University, and Northwestern Oklahoma State University. He has currently co-produced four publications in peer-reviewed professional journals.

Musser, Debra S., M.A.

Assistant Professor of Counseling

B.A., Elementary Education, Grace College;
M.A., Counseling, Grace College.

Deb Musser has been a full time/core faculty member in the Graduate Department of Counseling and Interpersonal Relations for three years, having taught as a part time instructor in the department for five years previous to that. Deb has a passion for instilling hope to hurting people and is especially interested in women’s issues and social justice. Before joining the GDCIR full-time, she worked for twelve years in the Student Affairs Department at Grace College. She is currently pursuing a doctorate in clinical psychology at the Adler School of Professional Psychology.

Peugh, Roger D., D.Min.

Instructor of Counseling
Professor of World Missions

B.A., History, Grace College;
M.Div., Grace Theological Seminary;
D.Min., Intercultural Ministry Concentration, Grace Theological Seminary.
Dr. Roger Peugh has served in Christian ministry for more than 40 years, 20 of those in Germany. His great passion is teaching about prayer. He and his wife, Nancy, have been married for more than 40 years and have four children and seven grandchildren. It is his privilege to cheerlead students into a closer relationship with God.

**Simfukwe, Kondo A., M.Div.**

*Part time Instructor in Counseling*

B.A., Biblical Studies, Grace College;  
M.Div. in Counseling, Grace Theological Seminary.

Kondo Simfukwe is passionate about growing in understanding how to meaningfully apply the cross work of Jesus Christ to our brokenness. He was born in England, raised in Zambia, and spent his high school years in Australia before attending Grace College for his undergraduate and graduate degrees.

**Staff**

**Boyer, Monica**

*Administrative Assistant*

Monica Boyer is a wife and mother of four children. She attended Bethel College in 1994 and has owned and operated a business for 13 years. In addition to her current role as GDCIR Administrative Assistant, Monica is the founder and president of the Indiana Voice for the Family.

**Wolff, Charlanne, M.A., LMHC**

*Clinical Supervisor*

B.A., Counseling, Grace College;  
M.A. Clinical Mental Health Counseling, Grace College

Charlanne Wolff is passionate about worship, restoration, and community. Previously she spent three years counseling full-time with New Hope Counseling Center in Frederick, Maryland, where she worked with clients who tend to be marginalized by their socioeconomic status. Her main areas of interest and experience are working with groups, young adults, women, and those suffering from depression and anxiety.