School of Adult & Community Education

Stephen A. Grill, Dean
Introduction
The School of Adult and Community Education is home to many academic programs and services.

One such program is an adult degree completion program leading to the Bachelor of Science in Management degree. Known by the acronym GOAL (Grace Opportunities for Adult Learners), this program serves those who have interrupted their higher education for work, family, or other commitments.

The Prison Extension Program operates as a contractor with the State of Indiana’s Department of Corrections (DOC) to provide post-secondary education to qualifying offenders.

Online Programs
Additionally, Grace College offers online and hybrid degree programs at the undergraduate and graduate levels, which are described in each program’s individual catalog section. Online and hybrid programs include:

- B.S. in Management (GOAL, which is also offered on-ground)
- Master of Business Administration
- Master of Arts in Clinical Mental Health Counseling
- Master of Education
- Master of Arts in Interpersonal Relations
- Master of Arts in Ministry Studies
- Master of Arts in Teaching

Please refer to each program’s individual catalog for program and course descriptions, program goals, and additional information regarding admission requirements.

Online Courses
Some individual courses at the institution are offered online or in a hybrid format and most courses in the college and seminary use the learning management system to facilitate course delivery. Courses offered online are identified as such on the schedule published by the Registrar’s Office.
Graduate Opportunities for Adult Learners (GOAL)

Stephen A. Grill, Ed. D.,
Dean

Allyn P. Decker, M.A.
Thomas J. Edgington, Ph.D.
Jeffrey A. Gill, D. Min.
William J. Katip, Ph.D.
Thomas J. Prinsen, Ph.D.
Cynthia N. Sisson, M.A.
James E. Swanson, Ph.D.
Kevin W. Vanderground, J.D.
Timothy J. Ziebarth, M.A.
GOAL Program Description

Grace College offers an adult degree completion program leading to the Bachelor of Science in Management degree. Known by the acronym GOAL, this program serves those who have interrupted their higher education for work, family or other commitments.

GOAL is specifically designed for adult learners and for Ivy Tech Community College graduates who desire to complete their four-year degree while maintaining full-time life responsibilities. Grace offers the faculty, courses, and academic resources to make completing a bachelor’s degree a reality with convenient scheduling, current technology, and outstanding conventional classroom instruction.

Purpose
The Grace Opportunities for Adult Learners (GOAL) program exists to provide adult learners the ability to complete a Grace College degree while maintaining their family and career responsibilities.

Program Goals and Assessment
Those learners who complete the core of the GOAL program in organizational management at Grace College will be assessed in three domains:

1. Understanding Self – A learner completing the GOAL core will examine personality and leadership styles in order to assess one’s personality and leadership roles in the workplace.

2. Understanding People – A learner completing the GOAL core will analyze, incorporate, and utilize all the information obtained to produce a significant project in their place of business that involves and utilizes personnel effectively to complete that project.

3. Understanding Management – A learner completing the GOAL core will in their senior seminar, produce a paper and presentation that demonstrates a clear knowledge of planning, organization, leadership, and controlling in the development of a management project that reflects a value oriented ethical integrity.

Schedule
New cohorts are typically formed in order to begin their programs in either September or in January.

Each adult degree completion cohort (approximately 20–25 students) will attend classes together for 16 months (four straight terms).

Three of the terms will consist of four courses. Three of those four courses will meet one night per week for five weeks each. The fourth course of those terms will meet on two Saturdays.
The summer semester for each cohort will contain only three courses that will meet for one night per week for five weeks. No Saturday courses are required in the summer term.

**Delivery Formats**
The B.S. in Management degree is delivered in two formats: on-campus in Winona Lake, Indiana and hybrid-online. The Office of Graduate and Adult Education Enrollment can provide further details about each program and which may be more advantageous for individual students.

Information regarding the technology and user-skill requirements for the hybrid-online program are available on the Office of Information Technology page of the institution’s Web site.

**Handbook**
The GOAL Program has a handbook that outlines its policies and the unique situations encountered by adult learners. This handbook is available from the GOAL Program Office and is on the institution’s Web site.

**GOAL Program Admission and Completion**

**Admission Requirements**
1. Adult Degree Completion Application.
2. All transcripts of previous college coursework.
3. If applicable, a portfolio detailing experiential learning (information on how to produce an acceptable portfolio will be provided).
4. A hand-written admissions essay completed on the Admissions Essay form provided by the Office of Graduate and Adult Education Enrollment to include the following:
   a. Describe yourself as a student, professional, and a citizen.
   b. Describe three strengths that contribute to your current successes academically, professionally and/or personally.
   c. Describe three weaknesses that you wish to overcome in order to be more productive academically, professionally and/or personally.
   d. Discuss at least three areas in which you would like to grow academically, professionally and/or personally check off your list as accomplishments.
   e. In the future, how do you wish others will describe you as a human being and a professional?
Program Pre-Requisites
Certain courses must typically be completed prior to entrance to the program. These general education requirements are:

- Introduction to Sociology or Psychology.... 3 hrs
- Public Speaking/Communications........... 3 hrs
- Mathematics........................................3 hrs
- Science.................................................. 3 hrs
- Computer Science................................. 3 hrs
- English Composition............................. 3 hrs
- Social Science........................................3 hrs

Students should contact the Office of Graduate and Adult Education Enrollment for further details about completion of these pre-requisites.

Degree Requirements
Building upon previous college credit and learning experiences equivalent to about two years of college, the GOAL B.S. in Management degree can be completed in 16 months when these requirements are met:

1. High School diploma was awarded at least five or more years prior to enrollment in GOAL OR was a graduate of an Ivy Tech Community College program.

2. Transfer 60 semester hours to Grace College from an approved, accredited institution with a minimum GPA of 2.0.

3. Complete 45 credits comprised of 15, three credit hour courses in the Grace College B.S. in Management major.

4. Complete a total 120 credit hours including those described in items 2 and 3 above.

Note: The combination of transfer credits (60) and B.S. in Management credits (45) typically provide 105 of the required 120 credits necessary for graduation. To complete the remaining 15 credits, students may:

   a. Transfer in the additional 15 credit hours needed OR
   b. Take additional hours at Grace College OR
   c. Take additional hours at Ivy Tech Community College OR
   d. Earn (up to 24) credits for experiential learning OR
   e. Earn credits through CLEP or DANTES examinations.

Students should contact the Office of Graduate and Adult Education Enrollment for further details about transfer credits, CLEP exams, and
how credits for experiential learning are awarded. Life credits are awarded based on Council for Adult and Experiential Learning (CAEL) guidelines.

Contact

For additional information about admission requirements or course enrollment and completion, please contact the Office of Graduate and Adult Education Enrollment, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 877.607.0012) or visit: www.grace.edu/goal.
COURSES

GOL300 Adult Learner
In this course, students will examine adult developmental stages including physical, cognitive, personality, social and moral development. This course will provide orientation activities for adult learners to adjust to the college environment, facilities and technology. Experiential learning portfolio instruction is also provided, if applicable. Three hours.

GOL310 Business Writing in the New Millennium
Students will build a writing portfolio for diverse audiences and purposes. A writing rubric will ensure strong ideas, logical organization, conversational voice, clear words, smooth sentences, correct copy, and a reader-friendly design. Computer tools will be used to create and enhance written messages that meet the needs of today’s fast-paced business environment. Three hours.

GOL320 Expanded Conversation: Public Speaking in the Workplace
In this course, students will learn to analyze, construct and deliver a variety of presentations required in the modern workplace. Emphasis will be on practicality and individual growth. Three hours.

GOL330 Gifts Differing: Diversity and Teamwork in the Workplace
Students will gain experience with and knowledge of concepts related to diversity in the workplace. Special emphasis is placed on understanding personality preferences. Group dynamics such as power, perception, motivation, leadership and decision-making are analyzed through readings, written assignments and class discussion. Three hours.

GOL340 Principles of Management
This course will survey the role of managers in organization: planning, organizing, leading and controlling. We will explore leadership styles and techniques, preparing students to solve problems and apply effective decision-making processes in their environments. Three hours.

GOL350 Business Law
Students study the basic legal principles which control modern business transactions. Additionally, the course deals with such topics as contracts, agencies, employment, negotiable instruments, property, sales and business relations with government. Three hours.

GOL360 The Human Factor
Students will be exposed to major theories of human resource management and contemporary trends in recruiting, training, motivating and retaining a productive workforce. The legal, psychological, social and economic issues related to managing people will also be addressed. Three hours.
GOL400 Interpreting Basic Statistics
Students will learn how to interpret basic statistics in order to aid in the decision making process. Examples from research studies will be employed to help the student comprehend how various statistics can be used to make decisions about real life problems in the workplace. Three hours.

GOL410 Ethical Change Agents
Students will develop ethical awareness and accountability and considerations to ethics in the working world including small group analysis of selected rules and cases. Three hours. Elective.

GOL420 Fundamentals of Finance
This course is an introductory survey analyzing the three fundamental forms of financial statements: Balance Sheet, Income Statement and Cash Flow Statement. Interpretive skill set development will focus on strategic planning, assessing risk and applying effective budgeting controls. Three hours.

GOL430 The Dynamic Organization
The study of organizational development explores how companies must adapt to ever-changing internal and external environments in order to thrive in today's economy. Change strategies and intervention processes will be studied so students can apply practical solutions to various organizational challenges in case histories and in their own workplaces. Leadership and teamwork will be explored in the context of organizational development. Three hours.

GOL440 Operations Management Elective
Students will learn how to use mathematics and statistics and various computer packages to solve common business problems. Three hours.

GOL450 Information Technology Management
This course will primarily focus on understanding and utilizing information technology and information systems within the organization from a managerial perspective. Three hours.

GOL460 Applied Research
This course introduces the student to specific research terminology and research fundamentals such as design, samplings, surveys, experiments, focus groups, and other qualitative & quantitative approaches, culminating in a student research project. Three hours.

GOL470 Senior Seminar
This culmination experience will enable students to select individualized activities that demonstrate their practical managerial skills in the workplace. Three hours.
GOL480 Spiritual and Leadership Development
This course focuses upon servant leadership, equipping and empowering others for leadership, and leading as a change agent. Though the leadership principles in this course are based upon Scripture, they are all applicable to a variety of contexts in the workplace. Three hours. Elective.
Prison Extension

John A. Teevan
Director
Prison Extension Program Description

Purpose
The Prison Extension Program is part of the institution’s School of Adult and Community Education and operates as a contractor with the State of Indiana’s Department of Corrections (DOC) to provide post-secondary education to qualifying offenders.

Instructors in the Prison Extension Program are employed by Grace College and Theological Seminary. The courses offered in the Prison Extension Program are designed by the faculty of Grace College and Theological Seminary and taught to Grace College students who will receive a Grace College degree.

The following degrees are offered as approved by the DOC:

1. **Associate of Science Degree in Biblical Studies**  
   This 60-credit-hour program includes the Grace Core and 12 hours of Biblical Studies courses, in addition to nine hours of electives.

2. **Associate of Science Degree in Organizational Leadership**  
   This 60-credit-hour degree is the Biblical Studies degree (see Department of Biblical Studies, School of Ministry Studies) with changes that orient it more toward business leadership without compromising the value of this degree to prepare for the B.S. in Organizational Management degree.

3. **Bachelor of Science degree in Organizational Management**  
   This 120-credit-hour degree builds on the Associate of Science degree in either Biblical Studies or Organizational Leadership, one of which is required as a prerequisite. Courses in business administration, communication, behavioral science, the business seminar, and six hours of electives are required to complete this major.

Schedule
The Prison Extension Program is a year-round college in the prisons, but does not always adhere to the same parameters as the main campus due to the unique nature of this learning context.

Classes meet once each week during the Fall and Spring Terms and they meet twice weekly during the Summer Term. The prison does not follow every aspect of the main campus academic calendar as it is affected by the DOC calendar.

Delivery Format
Courses are offered on site at one of the approved Indiana State Prisons. Michigan City and Wabash Valley have computer labs; otherwise, the use of a computer is forbidden by the DOC unless the students are taking a computer course.
Admission
The Prison Extension Program offers degrees only to qualifying offenders currently incarcerated in the Indiana state prison system. Admission occurs through the Prison Extension Program.

Contact
Questions about the Prison Extension Program may be directed to the Prison Extension Program Director or Secretary.
COURSES

Course descriptions for the Grace Core are located in the catalog section “Curriculum.” Additional course descriptions are located in the respective section of the catalog by discipline. In addition to the courses offered on the main campus, the Prison Extension also offers:

CIS115 Integrative Computer Applications
Three common application software packages will be covered: word processing, spreadsheets, and data management. Application assignments will be given to facilitate the use of software. Three hours.

BIB221 The Life of Christ
This course will explore the person, teaching, ministry, and kingdom of Jesus Christ in His cultural, political, and religious setting. The goal is to move beyond the events of His life to recognize Jesus as central to a proper understanding of God and of His purpose, as well as the Christian life. The course will help students discover both narrative-based and doctrinal insights. Three hours.

BIB306–399 Bible Book Studies
This title includes a number of separate courses that deal with the content, interpretation, and significance of individual books of the Bible. Three hours.

HEA140 Healthy Lifestyles
This course will investigate major topics in the study of lifestyle management. Current scientific research on wellness will be emphasized. The student will be challenged to take responsibility for personal well being now and throughout life. Topics included are wellness – the deliberate attempt to be as healthy as possible; physical fitness – incorporating exercise in developing the healthy-related aspects of fitness; nutrition–balancing nutrients in the diet; disease prevention– identifying and managing risk factors associated with chronic illness; stress management – monitoring and controlling the amount of tension experienced at any given time; and consumerism – making wise choices among consumer options related to wellness services. Three hours.
Master’s in Business Administration

Bradley K. Lemler, Ph.D.
MBA Program Director
Master's in Business Administration Program Description

Program Distinctives
The Grace College MBA program understands business from a distinctly biblical perspective. The first course in the curriculum constructs this biblical perspective foundation, while the courses that follow further develop this perspective. The first Divine instructions include commands to subdue and have dominion over God’s creation (Genesis 1:26, 28) and to work and keep God’s garden (Genesis 2:15). These commands are further developed in other Scripture passages; they remain in effect to this day; and they endow the practice of business with theological significance.

The Grace College MBA program is constructed and courses are delivered with an intentional applied emphasis. Consistent with learning-by-doing, course assignments allow students to use course concepts in their current employment setting. This allows students to quickly develop an initial proficiency with the concepts being covered. It also allows students to demonstrate to their employers the value-added nature of the program.

These program distinctives are reflected in the program purpose statement and goals that follow.

Program Purpose Statement
The Grace College MBA program provides a curriculum and environment where current and future business professionals are transformed through the study of business from a distinctly biblical perspective.

Program Goals
1. Grace College MBA program graduates will evidence the capacity to understand business from a distinctly biblical perspective and to act consistently with that understanding.

2. Grace College MBA program graduates will evidence mastery of discipline specific concepts.

3. Grace College MBA program graduates will evidence the capacity to use discipline specific concepts in an interdisciplinary manner.

Schedule
The program is 24 months in length, with students taking one course at a time. New cohorts begin every fall semester.

Delivery Formats
The M.B.A is delivered in a hybrid–online format. The Office of Graduate and Adult Education Enrollment can provide further details about each program and which may be more advantageous for individual students.
Information regarding the technology and user-skill requirements for the hybrid-online program are available on the Office of Information Technology page of the institution’s Web site.

**M.B.A. Program Admission and Completion Requirements**

**Admission Requirements**
1. A completed baccalaureate degree.
2. A minimum undergraduate GPA of 2.75.
4. Submit completed application, official transcripts of all previous academic coursework, current resume, and current photograph.

To be considered for a given cohort, all application materials must be received by August 1.

**Degree Requirements**
1. Students will complete 6 courses during each 12 month period, resulting in 12 courses in total.
2. Each course is 3 credit hours, resulting in 36 hours for the program.
3. A maximum of 9 credit hours may be transferred into the program from graduate programs at other institutions. For transfer credit to be granted, the course or courses must be substantially equivalent to a course or courses in the Grace College MBA program.

**Contact**
For additional information about admission requirements or course enrollment and completion, please contact the Office of Graduate and Adult Education Enrollment, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 877.607.0012) or visit: www.grace.edu/goal.
COURSES

First Year Courses:

BUS510 Business Ethics
BUS511 Managerial Economics
BUS512 Human Resource Management
BUS513 Operations Management
BUS514 Marketing Management
BUS515 Integrative Application Project 1

Second Year Courses:

BUS520 Financial Management
BUS521 International Business
BUS522 Legal Environment of Business
BUS523 Entrepreneurship
BUS524 Business Policy
BUS525 Integrative Application Project 2
COURSE DESCRIPTIONS

BUS510 Business Ethics
Biblical Business. Understanding business from a distinctly biblical perspective.

BUS511 Managerial Economics
Firms, markets and industries. Understanding a firm’s position in the marketplace.

BUS512 Human Resource Management
The human element. Attracting, retaining, developing, motivating and directing a firm’s human capital.

BUS513 Operations Management
Efficiency in producing and delivering goods and services. Using activity based management and lean manufacturing to maximize efficiency.

BUS514 Marketing Management
Understanding and managing demand for goods and services. Using and responding to market research.

BUS515 Integrative Application Project 1
Demonstrate mastery of first year material by using that material to analyze and address an existing problem or question.

BUS520 Financial Management
Using financial information effectively. Understanding and acting on the information in financial statements and other accounting reports.

BUS521 International Business
Navigating the international landscape. Factors requiring special attention when firms cross national boundaries.

BUS522 Legal Environment of Business
Responding to government policy. Understanding and functioning effectively in complex, dynamic environments.

BUS523 Entrepreneurship
Entrepreneurship, innovation and growth. Understanding the importance of entrepreneurs and innovation in creating economic growth.

BUS524 Business Policy
Strategic planning. Identifying and sustaining comparative advantage over the long run in a dynamic environment.

BUS525 Integrative Application Project 2
Demonstrate mastery of second year material by using that material to analyze and address an existing problem or question.
Graduate Department of Counseling and Interpersonal Relations

FACULTY:
Tammy M. Schultz, Ph.D., LMHC
Department Chair
E. Michael Grill, Ed.D.
Keith Marlett, Ph.D., LMHC
Matt Miller, Ph.D., HSPP
Debra S. Musser, M.A.

PART-TIME FACULTY:
Damaris Conrad, Ph.D.
Angelia Dickens, Ph.D.
Roger D. Peugh, D.Min.
Simfukwe, Kondo, A., M.Div.

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

Graduate Department of Counseling and Interpersonal Relations Hybrid Program
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 web site 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 graduate program.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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 be recorded as a “W”.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94–100</td>
<td>A</td>
</tr>
<tr>
<td>90–93</td>
<td>A-</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
</tr>
<tr>
<td>84–86</td>
<td>B</td>
</tr>
<tr>
<td>80–83</td>
<td>B-</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
</tr>
<tr>
<td>74–76</td>
<td>C</td>
</tr>
<tr>
<td>70–73</td>
<td>C-</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
</tr>
<tr>
<td>64–66</td>
<td>D</td>
</tr>
<tr>
<td>60–63</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

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.
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>
<th>Cum Laude</th>
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<tr>
<td></td>
<td>Magna Cum Laude</td>
<td>3.800–3.939</td>
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<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.

Graduate Department of Counseling and Interpersonal Relations Hybrid Program
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.
Master of Arts in Ministry Studies

Mark H. Soto
Program Director
MASTER OF ARTS IN MINISTRY STUDIES PROGRAM DESCRIPTION

The M.A. in Ministry Studies (MAMS) is a 36-hour pre-professional degree designed for those seeking support positions and leadership positions in the local church. It is a program designed to provide first professional training for those who are already in support ministries in the church or planning to engage in support ministries in the church. This degree is not designed for those desiring to be the senior or lead pastor of a local church. Those who complete this degree will receive training to prepare and equip ministry leaders with the necessary personal, professional, and theological training for ministry other than the Senior Pastor in a local church.

This program strikes a balance between foundational theological preparation and real life ministry training. Generally, the education offered by this department is not terminal, in the sense of providing everything a student needs for ministry. Further study is encouraged, such as that offered at the seminary level, but the departmental curriculum is designed to provide the best possible foundation for future study and ministry.

The M.A. in Ministry Studies is designed to add to the body of knowledge gained in Grace’s undergraduate biblical studies programs and to train those who have not pursued undergraduate training in biblical studies for positions of support and leadership in the local church. Note that graduates of the Department of Biblical Studies may gain advanced standing in Grace Theological Seminary.

Purpose
To assist in the theological training of staff and personnel for lay leadership in church.

Program Goals and Assessment
The program goals are designed to augment and support the mission of Grace College, which is:

An evangelical Christian community of higher education which applies Biblical values in strengthening character, sharpening competence, and preparing for service

It also supports and promotes the purpose of the School of Ministry Studies, which is to,

A learning community dedicated to teaching, training, and transforming the whole person for local church and global ministry.
The goals of the M.A. in Ministry Studies are that those who complete the degree will:

1. Engage a process of critical evaluation of personal character, and cultural awareness needed to effectively lead in a ministry context.

2. Be challenged to sharpen the competencies needed to interpret, understand, and effectively communicate the Word of God in a ministry context.

3. Apply the knowledge gained throughout the program by engaging in real ministry directed learning tasks that demonstrate a preparation for service and apprehension of the principles and practices needed for effective ministry leadership.

Learning Outcomes

1. Learners will journal the practice of prayer in the context of personal, married, and ministry life recording progress in the discipline of prayer as part of the character of a ministry leader (G1)

2. Learners will complete a self assessment related to culture and spiritual formation that will result in a plan of action for implementation and assessment of needed areas of personal development (G1)

3. Learners will construct a philosophy of ministry that will address key areas of ministry practice and discipline (G1)

4. Learners will demonstrate sound biblical interpretation of a passage of Scripture and preparation of that passage for ministry proclamation (G2)

5. Learners will evidence an understanding of sound biblical interpretation by designing a seminar for delivery in a ministry setting on how to study the bible (G2)

6. Learners will construct a personal theology which will be able to be used as a means of demonstrating a firm grasp of the nature of God, man, sin, salvation, ministry, and the future (G2)

7. Learners will give evidence of the ability to practically perform ministry activities like a wedding, funeral, communion, or baptism as an evidence of the preparation for service (G3)
8. Learners will give evidence of the critical need for godly leadership in ministry through successful completion of a series of papers reflecting critical areas of ministry leadership (G3)

9. Learners will engage in an evaluation of their own cultural issues and biases that will expose the need for cultural sensitivity (G3)

On a yearly basis faculty will evaluate the imbedded elements of this assessment to determine the effectiveness and level of mastery of those elements to the program. A full assessment program is being developed with rubrics to measure the success of each element contained in the program. Information will be used to better construct learning activities to insure that each student is prepared for ministry in a local church setting.

**Schedule**

The M.A. in Ministry Studies uses a modified cohort model. Courses are offered on a two-year rotation beginning in the fall. Students are automatically registered for their classes and may be granted permission to enter the program at various times during the rotation.

Students will complete twelve (12) 3-credit courses for a total of thirty-six (36) credit hours in a “cohort” based model. “Cohort” means that students will join the program along with another group of students and continue with this same group, or cohort, for the entire program. If students’ schedules change and they must skip a semester, or wish to take classes at a pace slower than the suggested two-year program, they may interact with other cohorts in the program.

All the online classes are 8 weeks long. Students who join a cohort in the fall complete two 8-week courses in the fall (September - December, 16 weeks), two in spring (January - May, 16 weeks), and two in the summer as needed (May - August, 16 weeks).

**Delivery Formats**

The M.A. in Ministry Studies degree is delivered in a hybrid-online format, with some limited on-campus work on the Winona Lake, Indiana campus to support the majority of work completed online.

The hybrid-online format enables students to work full time and take one 8-week long course at a time. The format is flexible enough that students can complete their course assignments around their own specific weekly schedule.
Information regarding the technology and user-skill requirements for the hybrid-online program are available on the Office of Information Technology page of the institution’s Web site.

**Handbook**

This catalog functions as the M.A. in Ministry Studies handbook; however, students are asked to refer to the seminary handbook or catalog for guidelines related to community lifestyle expectations while enrolled in this program.

**Program Admission and Completion**

Graduates of Grace College’s Department of Biblical Studies may gain advanced standing in Grace Theological Seminary.

**Admission Requirements**

Students must have a bachelor’s degree from an accredited college or university in order to be accepted into the program.

The admission application can be completed online and includes three references.

Official transcripts from schools previously attended as well as two recent pictures are also required for an application to be evaluated.

**Degree Requirements**

The M.A. in Ministry Studies consists of 12 three-hour courses or a total of 36 hours in ministry preparation. This graduate-level degree is offered through the college.

**Ministry Foundation Courses: 21 Hours**

- MIN 501 Theological Seminar 1
- MIN 502 Theological Seminar 2
- MIN 510 Bible Study Methods
- MIN 520 Old Testament Survey
- MIN 521 New Testament Survey
- PM 601 Spiritual Formation
- PM 660 Principles & Practice of Prayer

**Ministry Concentration Core: 15 Hours**

- MIN 530 Historical Development of Doctrine
- MIN 531 Ministry & Cultural Diversity
- MIN 532 Ministry Leadership
- MIN 534 Ministry Preaching & Teaching
- MIN 535 Ministry Philosophy for the Church
Contact
For additional information about admission requirements or course enrollment and completion, please contact the Director of Seminary Admissions, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 at 877.607.0012 or visit http://www.grace.edu/academics/onlineprograms/ or e-mail at mams@grac.edu.

Courses
MIN 501 Theological Seminar 1
An introduction to theology and its sources. Foundations will be laid in the areas of prolegomena, Bibliology, Theology Proper, Christology, Pneumatology, and Angelology. Three hours.

MIN 502 Theological Seminar 2
An introduction to theology and its sources. Foundations will be laid in the areas of: Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology. Three hours.

MIN 510 Bible Study Methods
This course is designed to introduce learners to the basics of biblical interpretation and practical biblical inquiry. This course will cover essential elements of Hermeneutics as well as give practical training in bible study methodology focusing on the historical-grammatical interpretative method in the inductive bible study format.

MIN 530 Historical Development of Doctrine
An overview of the development of doctrine in the church from the Apostolic Fathers through the 20th-century. The focus will be on church confessions, major theological movements and controversies, and important theologians. Three hours.

MIN 520 Old Testament Survey
An introduction to the Old Testament with special reference to background, historical setting, literary composition, theology and message. After successfully completing this course, the student should be able to demonstrate a knowledge of background issues which introduce one to the study of various concepts of the Old Testament, the historical milieu of each Old Testament book studied, the purpose and general content of each Old Testament book studied, the use of the Old Testament in modern ministry, and the foundation the Old Testament provides for the New Testament. Three hours.
MIN 521 New Testament Survey
This course introduces the New Testament with special reference to background, historical setting, literary composition, theology and message. After successfully completing this course, the student should be able to demonstrate a knowledge of background issues which introduce one to the study of various concepts of the New Testament, the historical milieu of each New Testament book studied, the purpose and general content of each New Testament book studied, the relationship between the New and Old Testaments, and the use of the New Testament in modern ministry. Three hours.

MIN 535 Ministry Philosophy for the Church
This course seeks to promote appropriate ministry perspectives especially as applied to the local church in North America. Two main areas will receive attention: 1) the attitudes and responsibilities of a servant leader of the local church, and 2) a philosophy of local church ministry. In addition, a variety of specific applications of New Testament ecclesiology are discussed and applied to contemporary life and ministry. Three hours.

PM601 Spiritual Formation
This course investigates the biblical and personal foundations of spiritual growth known theologically as sanctification. It is designed to help the learner understand the impact of family history, personal development and life experiences on one’s theological outlook, emotional maturity, relational patterns, moral decisions and ministry effectiveness. Through personal prayer projects, experiential learning and small group interaction, learners will gain a richer sense of self-awareness in order to open more deeply to the love and truth of God. This integrative course attempts to connect theological truth to life in order to explore God’s design for growth and how the individual might cooperate within the context of a developing relational Christian spirituality. Three hours.

PM660 Principles and Practice of Prayer
Recognizing that prayer is a primary activity of every Christian, the basic biblical principles of prayer are carefully studied. The prayer life of the pastor/missionary, along with the responsibility of leading a congregation in its prayer ministry, will receive special attention. Three hours.

MIN 534 Ministry Preaching and Teaching
This course combines both theory and practice. It introduces a functional methodology of organizing and developing the elements of a sermon. It examines issues of bridging exegesis and exposition as well as the application of biblical truth and the effective delivery to listeners. Approximately one-
third of the course is devoted to a lab setting where lessons and sermons are videotaped and critiqued. Note that students not having previously taken a public speaking course may be required to take such a class as a prerequisite of the course. Prerequisite: TH511 or TH603. Three hours.

**MIN 532 Ministry Leadership**
Through the use of reading and writing assignments, online discussions, pastoral interviews, and a self-assessment and action plan paper, the following leadership topics will be covered: servant leadership, mentoring, visionary leadership, and leading as a change agent. Eight weeks of course work will be conducted independently and on-line, culminating in a final paper. Three hours.

**MIN 531 Ministry & Cultural Diversity**
This course is intended to provide students with a basic understanding of the elements of culture and how they affect biblical ministry in intercultural and multicultural contexts. It is designed to help Christian workers become more effective in those contexts as their understanding permits them to shape their ministry to penetrate other cultures more deeply and, therefore, apply God's Word more accurately. Three hours.
Education Graduate Programs

Jeffrey W. Peck, Ph.D.
Program Director
Education Graduate Programs Description

Purpose and Conceptual Framework
The Grace College graduate education programs extend the undergraduate conceptual framework “Teacher as Moral Practitioner.” Our goal is to help educators have a strong, Christian influence in their schools, and we have adopted the theme “Moral Professional” for our conceptual framework. The Grace College graduate education programs prepare teachers to be Moral Professionals who have influence in their classrooms, in their schools, in the workplace, and in their communities. These programs are based on the assumption that highly qualified teachers must continue to learn and improve their own practice and that teachers must be active in planning and monitoring their own development. Program experiences assist candidates in their professional development and in developing skills to perform the roles associated with excellence in teaching.

Accreditation and State Standards
The Grace College education graduate degree programs are aligned with state and national standards, including standards of the Indiana Office of Licensing and Development and the National Council for Accreditation of Teacher Education. Assessments used in the graduate program are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS). The standards define the knowledge, dispositions, and performances associated with an effective school professional. Courses and course assignments help candidates update or maintain the Indiana Professional Teaching License. All graduates demonstrate knowledge and skills as well as appropriate dispositions characteristic of moral professionals. The program emphasizes professionalism within a Christian ethical and moral value system.

Delivery Formats
Both the M.Ed. and M.A.T. degrees are delivered in a hybrid–online format, in which some limited class work on the Winona Lake, Indiana campus is required to support the majority of online course work. The Office of Graduate and Adult Education Enrollment can provide further details about each program.

Information regarding the technology and user–skill requirements for the hybrid–online program are available on the Office of Information Technology page of the institution’s Web site.

MASTER OF EDUCATION
The Master of Education (M.Ed.) program is a 36–credit hour graduate degree designed for candidates who already have a valid teaching license, and, in most cases, are currently employed in a school setting. To earn the M.Ed., a
candidate must complete 36 credit hours. The M.Ed. program affords the candidate a choice of cognate areas such as Leadership, Literacy, Special Education, Christian School teaching, or a Generalist option. A candidate is able to complete the M.Ed. program in two years. Courses are offered through a combination of on-campus and on-line opportunities. The program is built around a professional development project that candidates begin working on in their first week of the program and culminates with presentation of a portfolio to document their professional growth during the program.

**M.Ed. Admission Requirements**
- A baccalaureate degree from an accredited institution – Official Transcripts Required
- Undergraduate GPA: Minimum 2.75 (or 3+ years of successful teaching experience)
- Valid teaching license or eligibility for a license
- Reference letters (3) from professionals and/or others who can attest to the applicant’s suitability for the program
- Personal essay relating graduate study to professional goals
- Interview by a panel of Grace College faculty members. This could be a conference-phone call if necessary.
- An on-demand writing sample at the time of the interview

**M.Ed. Core Courses**
The M.Ed. program requires 24 credits of core courses and 12 additional hours selected from one or more of the cognate areas. The core courses in the M.Ed. program include:

- EDU 501 Educational Issues and Professional Development
- EDU 511 Curriculum Design and Improvement
- EDU 521 Effective Instruction
- EDU 530 Community Culture & Collaboration
- EDU 540 Teaching Diverse Learners
- EDU 551 Assessment of Learning
- EDU 556 Applied Research
- EDU 590 Professional Capstone Course

**MASTER OF ARTS IN TEACHING**
The Master of Arts in Teaching (MAT) program is designed for candidates who are seeking initial teacher certification. It begins with an Indiana approved graduate level Transition to Teaching program. Transition to Teaching is a one-year cohort program beginning each May. Upon completion of the Transition to
Teaching program, candidates are eligible for an Indiana teaching license as an elementary teacher or as a secondary teacher in a specific content area.

Transition to Teaching is an 18 credit hour program for secondary candidates and 24 credit hours for elementary candidates. The elementary education program includes six hours of coursework devoted to reading instruction that is not part of the secondary program. Individuals who have completed the Transition to Teaching program may return at a later date to earn the MAT degree. Transition to Teaching program completers are able to earn the Master of Arts in Teaching degree by taking an additional 12–18 credit hours, for a total of 36 credit hours of graduate study.

M.A.T. Degree Requirements

Secondary Licensure Transition to Teaching includes the following courses

**Summer** (6 credits)
- ETT 500 Learning Theory and Instructional Strategies
- ETT 540 Teaching Diverse Students in the Regular Classroom

**Fall Semester** (6 credits)
- ETT 563 Content Area Reading and Writing
- ETT 52x Methods of Teaching Secondary Content
- 100 hours of field experience

**Spring Semester** (6 credits)
- ETT 590 Creating an Engaging Learning Environment
- ETT 595 Student Teaching (Full-time, semester-long)

Elementary Licensure Transition to Teaching includes the following courses

**Summer** (9 credits)
- ETT 500 Learning Theory and Instructional Strategies
- ETT 540 Teaching Diverse Students in the Regular Classroom
- ETT 560 Reading I

**Fall** (9 credits)
- ETT 561 Reading II
- ETT 520 Methods of Teaching Mathematics
- ETT 521 Methods of Teaching Language Arts
- 100 hours of field experience

**Spring** (6 credits)
- ETT 590 Creating an Engaging Learning Environment
- ETT 595 Student Teaching (Full-time, semester-long)
Admission Requirements for Transition to Teaching
Admission requirements for the Transition to Teaching program are based upon state guidelines.

To be eligible for the program in **elementary certification** a person must meet either of the following qualifications:

1) A baccalaureate degree with a grade point average of at least 3.00 overall, or
2) A baccalaureate degree with a grade point average of at least 2.50 overall and five years of professional experience in a related field.

Additional entrance requirements for elementary candidates include passing all three parts of the Praxis I (PPST), and demonstrating appropriate content proficiency in reading, writing, grammar, and mathematics as well as the various content areas in science (life and physical sciences) and social studies (U.S. and world history, government, geography, economics, sociology, and anthropology).

To be eligible for the program in **secondary certification** a person must meet any of the following qualifications:

1) A baccalaureate degree with a grade point average of at least 3.00 (in the major content area and overall); or
2) A graduate degree in the content area; or
3) A baccalaureate degree with a grade point average of at least 2.50 (in the major content area and overall) and five years of professional experience in a content-related field.

Additional entrance requirements for secondary candidates include passing all three parts of the Praxis I (PPST), as well as demonstrating appropriate content proficiency by passing the appropriate Praxis II content exam.

**Note:** Based on a review of transcripts, test scores, work experiences, and an interview, it may be determined that a candidate must take additional prerequisite content courses prior to admission to the Transition to Teaching program.

**Completing the MAT Degree Program**
After successfully completing the Transition to Teaching program and obtaining a valid teaching license, candidates may return to Grace College to work on the additional courses needed to complete the MAT degree. Candidates will earn a total of 36 credit hours for the MAT degree. The typical MAT program completer candidate will have completed the Grace College Transition to Teaching program and will have taught for several years before taking additional graduate level courses.
Candidates select from the following courses to complete the MAT degree. These courses are the core courses in the M.Ed. program and include:

EDU 501 Educational Issues and Professional Development
EDU 511 Curriculum Design and Improvement
EDU 521 Effective Instruction
EDU 530 Community Culture & Collaboration
EDU 540 Teaching Diverse Learners
EDU 551 Assessment of Learning
EDU 556 Applied Research
EDU 590 Professional Capstone Course

Contact

For additional information about admission requirements or course enrollment and completion, please contact the Office of Graduate and Adult Education Enrollment, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 877.607.0012) or visit: www.grace.edu/goal.
COURSES

EDU 501 Educational Issues and Professional Development
This course provides a reflective overview of issues relating to school improvement and professionalism. It also serves as an overview of the master’s degree program requirements with an emphasis on the research for effective school leadership and personal development for school professionals. State and national standards, including the National Board for Professional Teaching Standards, are included. Three hours.

EDU 505 Seminar in Education
Seminars are designed to assist teachers in addressing current topics and issues in education. Offered on a regular basis, seminars require students to complete assigned readings, attend presentations and/or workshops, and conduct individual research and investigation culminating in a professional presentation to peers and/or other school professionals. Seminars are directed by individuals with specific areas of expertise. Instructors include Grace College professors, community leaders, and school professionals. One – Three hours. Repeatable

EDU 511 Curriculum Design and Improvement
Study of curriculum leadership examines the practical realities of systemic curriculum and teaching reform for increased student achievement. Three hours.

EDU 521 Effective Instruction
Based on the current research on effective instruction, candidates design lessons and units that promote learning for all students. Knowledge and skills assessed include use of differentiated instruction, concept attainment, Socratic dialogue, etc. Three hours.

EDU 530 Community Culture & Collaboration
Teaching occurs in a context. This course helps candidates understand that context and helps them develop strategies to maximize learning for all students. Attention is given to developing attitudes and actions that promote social justice. Three hours.

EDU 540 Teaching Diverse Learners
In this course candidates examine teaching methods and assessment strategies appropriate for students with diverse learning needs. Topics and assessments focus on making appropriate modifications to ensure the success of all students. Three hours.
EDU 551 Assessment of Learning
Based on the research on effective assessment, candidates design learning assessments that promote student learning, including specific modifications to address individual student needs. Three hours.

EDU 556 Applied Research
This course is designed to develop an understanding of qualitative and quantitative research methods and designs, including teacher action-research, focusing on interpretation of research reports and application relating to school improvement. Three hours.

EDU 595 Professional Capstone
The capstone course engages candidates in professional readings, discussions, and culminating activities to ensure that candidates will be successful leaders in their classrooms and schools. The course includes preparation and presentation of the professional portfolio. Three hours.

ETT 500 Learning Theory and Instructional Strategies
This foundational course begins with a study of selected historical and philosophical foundations of American education. It engages candidates in evaluation of their potential for teaching. It also includes discussion of the governance and financing of public education and the role of teacher unions and professional associations. In addition, this course introduces candidates to theories and research on teaching, learning, and assessment. The course is also designed to help candidates apply theory to the school classroom. Application areas emphasized include planning for instruction, instructional strategies, and evaluation and assessment of student learning. Use of technology in teaching and learning is emphasized throughout the course. Three hours.

ETT 520 Methods of Teaching Elementary Mathematics
Candidates study the curriculum, materials and methods of teaching mathematics to the elementary school student. Candidates become familiar with effective instructional strategies and methods of assessment designed to maximize student learning. Attention is given to national and state curriculum standards. School Placement Experience Required. Prerequisite: ETT 500. Three hours.

ETT 521 Methods of Teaching Language Arts
Candidates study the methods and strategies for effective instruction and assessment in language arts at the elementary level. Attention is given to national and state curriculum standards. School Placement Experience Required. Prerequisite: ETT 500. Three hours.

ETT 52X Methods of Teaching Secondary Content
Candidates study the curriculum, materials and teaching methods required to
be an effective teacher of the specific content area. Candidates become familiar with effective instructional strategies and methods of assessment that will maximize student learning in the specific content discipline. Attention is given to national and state curriculum standards. School Placement Experience Required. Prerequisite: ETT 500. Three hours.

- ETT 522 Methods of Teaching Secondary English Language Arts
- ETT 523 Methods of Teaching Secondary Business
- ETT 524 Methods of Teaching Secondary Mathematics
- ETT 525 Methods of Teaching Secondary Science
- ETT 526 Methods of Teaching Secondary Social Studies

**ETT 531 Creating an Engaging Learning Environment**
This course is designed to prepare teachers to effectively develop and maintain a healthy classroom learning environment. Candidates will learn how to meet the learning needs of a diverse student population, and how student diversity enriches the learning environment. Lastly, this course is designed to complement the student teaching placement by addressing strategies for success in student teaching as well as procedures for making the transition from student to professional. Prerequisite: Successful completion of the appropriate methods of teaching course(s). Three hours.

**ETT 540 Teaching Diverse Learners in the Regular Classroom**
This survey course is designed to provide candidates with an overview of exceptional and diverse learners. Characteristics, causal factors, and definitions for federal disability categories will be addressed. Classroom implications are explored as candidates understand and apply instructional strategies, modifications, and accommodations for students included in the general education setting. This course also examines current issues and trends in special education. Three hours.

**ETT 560 Reading I**
This course introduces students to the fundamentals of Language Arts. The course acquaints students with how children learn to speak, listen, read, and write effectively. With their knowledge and understanding of language, language development, and the language arts, students design instruction to build experiences for children to become competent, effective users of language. Three hours.

**ETT 561 Reading II**
In this course attention is given to a balanced and interrelated reading/language arts program that includes instruction, assessment, and intervention practices. The IRA/NCTE standards for English Language Arts serve as a guide for developing curriculum for the language skills necessary for children to achieve in school and life. Prerequisite: Reading I. Three hours.
**ETT 563 Content Area Reading and Writing**
Reading theory, programs, methods, and techniques for developing reading and writing in the content areas are emphasized. Study skills and assessment are also covered. Participation in a school placement experience is required. Three hours.

**ETT 595 Student Teaching**
The candidate will fulfill a full–time teaching assignment in a school classroom under the guidance of a cooperating teacher or other school supervisor and a Grace College representative. Prerequisite: Successful completion of all previous Transition to Teaching courses, approval of School of Education. Three hours.