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## **Preface**

The Department of Graduate Counseling (DOGC) Catalog and Student Handbook is part of the larger Grace College and Grace Theological Seminary 2024 – 2025 Academic Catalog. Students enrolled in the DOGC Clinical Mental Health Counseling (CMHC) program are responsible for information contained within both the Grace Academic Catalog and the DOGC Catalog. Both catalogs contain policies relevant to the institution as a whole as well as to the specific department and program in which students are enrolled.

In addition to the DOGC catalog, students enrolled in courses may be provided with additional information from th









comprised of up to ten (10) members including DOGC faculty, current students, program alumni, clinical site supervisors, and employers. The purpose of the advisory board is to engage with various stakeholders in program evaluation of the Department of Graduate Counseling. The advisory board meets semi-annually or more often as required in order to review assessment data and program processes.

## **Program Evaluation**

The DOGC develops and provides graduate level programming utilizing best practices for clinical counseling instruction and adhering to the CACREP standards of counselor education. The DOGC evaluates its program and policies on a continual basis using a variety of processes, including weekly faculty meetings, the self-study and peer-review CACREP accreditation process, engagement with various stakeholders through an established advisory board, and the analysis of quantitative and qualitative data gathered from student assessments. In addition to course evaluations and post-residency evaluations, students in the DOGC program complete program evaluation assessments each Spring. This data is reviewed by DOGC faculty and the DOGC Advisory Board. The DOGC program may choose to make programmatic or policy changes using data gathered through these multiple assessment processes.

## **Programmatic Changes Policy**

The DOGC may choose to add or delete courses to schedules of study from time to time. Students enrolled in a DOGC degree program over several years may be required to change their academic plan due to updated schedules of study or course changes. Students will work with their individual advisors to ensure that they have met all requirements for graduation under the following stipulations:

1. The original numerical requirements for course credit hours must remain the same as stated in the catalog under which the student entered into the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.
2. Students may not take more credit hours than required by their DOGC program schedule of study without written approval from the DOGC chair.

**IMPORTANT: *Financial aid will not be available for courses taken outside of the student's approved DOGC degree program.***

## **Course Availability Policy**

Grace College reserves the right to decide not to offer a regularly scheduled class if enrollment is insufficient.

## **Goals and Learning Outcomes**

### **Program Goals**

Upon fulfillment of PROGRAM GOALS, students will be:

**Scripturally grounded** in order to apply biblical values personally and professionally

**Professionally skilled** so that students can exemplify ethical, legal, and clinical standards in professional counseling, ministry, and clinical mental health settings

**Interpersonally competent** for the purpose of establishing and maintaining healthy relationships within and among clients, colleagues, and communities

**Program Outcomes/Course Goals:**

1. A **completed application** for admission. Applications are available online at <https://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/>. Applicants must hold an earned bachelor degree from an accredited college or university. Psychology or Behavioral Science majors are preferred. It is **strongly recommended** that non-psychology/behavioral science majors have **completed a minimum of two (2) undergraduate psychology and/or behavioral science courses, earning a grade of B or better** in each course. Four (4) psychology/behavioral science courses are preferred. Examples of behavioral science courses include introductory courses in counseling, psychology, or sociology; theories of personality; abnormal psychology; group counseling; marriage and family; child and adolescent psychology; etc.
2. Have a cumulative GPA of 3.0 (on a scale of 4.0) or higher over the last 60 credit hours (including graduate work). Provisional exceptions may be made for applicants with a cumulative GPA below 3.0 on a case by case basis.
3. **Official transcripts** from all colleges and/or universities attended. Grace College





**IMPORTANT:** Individuals applying as unclassified students are not guaranteed acceptance into CMHC courses. *An applicant who has been denied acceptance to the DOGC is not eligible to take courses in the DOGC as an unclassified student unless the admissions committee has given approval.*

### **Grace College Undergraduates Desiring to Take DOGC Courses**

1. Undergraduates may not take graduate courses for undergraduate credit.
2. Undergraduates may take a limited number of graduate counseling classes for graduate







**Attendance Policy**





## **Transfer Credits Policy**

Students accepted into the CMHC program may apply for transfer credit of a maximum of four (4) graduate level counseling courses (12 credit hours) from a CACREP accredited program to be applied towards the completion of their CMHC degree. Only graduate counseling courses completed prior to admission into the DOGC program, and within the last five (5) years with a

Students applying for transfer credit must complete the Application for Course Transfer Credit Form and submit this form to the Department Chair. Students will be required to submit official transcripts and course syllabi to determine the equitability of the course(s) previously taken with the current CMHC curriculum. Clinical coursework (Practicum, Internship, and Advanced Internship) may not be satisfied through transfer credit. Courses taken subsequent to admission to the CMHC program are not eligible for transfer. All transfer credit paperwork must be submitted and approved -week session at Grace College. Decisions regarding course transfer are made by the Department of Graduate Counseling Chair on a case by case basis. Students are notified in writing of the decision made regarding their transfer credits. The

## **Degree Completion Policy**

Students enrolled in the DOGC program are allowed seven (7) years from the beginning of their coursework to complete all degree requirements. Students may be asked to repeat clinical courses (Counseling Skills, Practicum, Internship, or Advanced Internship) that were taken more than five years prior to completing the CMHC curriculum at the discretion of the Department Chair.

## **Withdrawal Policy**

### **1. Course Withdrawal**

Students can add or drop courses during the allotted add/drop window each semester as determined by th Students who wish to drop a graduate course from their schedule of study outside of the allotted add/drop window must complete the Course Withdrawal form and submit this form to their academic advisor.

**IMPORTANT: Students who take a course Withdrawal are responsible for understanding the ramifications of such a decision on their financial aid, loan repayment plan, and expected graduation date.**

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and students will need to work with these departments to ensure they have the needed information. In the case of extenuating or unforeseen circumstances, such as a death in the family or serious health issue, students may petition the Department Chair, in writing, for a Late Withdrawal prior to the conclusion of the course, which if





receives a letter from the DOGC summarizing their performance in dispositional areas.

**Student Self-Evaluation of Dispositions**

Each year, all students in the DOGC program are required to complete the Student Self-Assessment of Professional Counseling Dispositions. This quantitative and qualitative





and the department chair to assess alternative methods of meeting the Portfolio requirement. Graduation will be postponed until Portfolio has been passed.

## **Additional Policies Related to the DOGC**

### **Acknowledgement of Catalog Policy**

Students are required to read the DOGC Catalog and submit a completed Acknowledgement of the DOGC Catalog Form to their advisor each academic year. The catalog is reviewed and updated bi-annually. In unusual circumstances, it may be modified mid-year, and these modifications 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.

### **Dissemination of Program Information**

Information is disseminated to students in DOGC programs via the Grace College email system. Active students enrolled in the DOGC program will be given a personalized Grace College email account. Students are responsible for checking their personal Grace College email account on a regular basis (daily is advisable). It is not advised that students set up automatic email forwarding from their Grace College account to a personal email account, as certain emails may be blocked and/or identified as spam. In addition, program information can be found on the Resource page on the portal, on the Department of Graduate Counseling website, and in Canvas course shells.

### **Counseling Services**

A DOGC student who would like to obtain counseling is encouraged to do so. Students who observe others in need of assistance are urged to support the student in need by referring them to a counselor.

The Grace College Counseling Center, located in the Gordon Recreation Center, provides counseling services to a limited number of graduate students in Indiana. Telehealth appointments are available as well. For an appointment, call the Grace College Counseling Center counselor, (574) 372-5100, ext. 6468. Confidentiality is observed according to ethical and legal standards.

Counseling organizations offer a list of counselors available in your area. The American Counseling Association provides assistance for locating a counselor at the following web address: <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/find-a-counselor>. The American Association of Christian Counselors also provides a list of counselors at the following web address

end of the chart are some suggested computers students may purchase that will meet Grace

**Please note: Mobile phones and tablets are not allowed for recording client sessions or volunteer role-plays. These devices are not secure and are not suitable for keeping client information confidential.**

### **Technology Requirements for Online Courses**

The Office of Instructional Technology and the office of Student and Professional Online Education will work with students related to important information concerning technology for the virtual/online 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
- Creating and uploading video (MP4)
- Searching the internet
- Using Microsoft Office Suite

Besides the technical skills and requirements listed above, students must also be familiar with the following:

**Public Notification of Directory Information**

At its discretion, Grace College and Seminary may provide directory information in accordance with the provisions of the Family Education Rights and Privacy Act (FERPA). Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may restrict the public disclosure of directory

The complete [FERPA policy](#) can be found on the [website](#).



for continued financial aid based on the standards established under the Satisfactory Academic Progress Policy.

**GRADUATE LEVEL**

<b>Hours Attempted</b>	<b>Minimum % of Completion</b>	<b>Minimum Cumulative GPA</b>
All (1+)	67%	2.000

Students who fail to complete the required minimum percentage of credit hours as listed above and/or who do not meet the minimum grade point requirements during any applicable academic year will be cited as not making satisfactory academic progress. Students who fail to meet the standards at the end of the spring semester each academic year will be placed on financial aid suspension and notified in writing. Students placed on suspension are not eligible for financial aid funding.

Courses for which a student receives F, W, or I will count as credits attempted but will not be considered as credits successfully completed. Incompletes will be considered as successful completions if the I is changed to a grade (other than F or W) within the six-2 792r semesithi



14. Violation of the ethical codes (ACA and AACC) and/or state licensing laws and statutes governing and pertaining to the counseling profession.

If a professor believes that a student is violating any of the above guidelines, the offending parties will be contacted directly in an effort to discuss the situation. Based on the severity of the the right to implement remediation of issues related to the offense. Offenses that violate policies and procedures outlined in the Graduate Counseling program catalog or the professional ethics and standards published by the American Counseling Association may result in course.

If a student feels that another student is behaving inappropriately, they are advised to follow the principles outlined in Matthew 18 and discuss this concern with the other student. If for some reason, the student does not feel they can do this, the student is advised to send a private email to the professor explaining the situation to discuss a wise course of action as soon as possible.

The DOGC reserves 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 Grace College. By virtue of their enrollment in the DOGC program, students agree to live within the framework of these standards. Students suspected of violating either the institutional or programmatic Code of Conduct will be referred to the SPDC. Students found guilty of violating either Code of Conduct are subject to sanctions up to and including dismissal from Grace College. Disciplinary problems will be handled by the Dean of the School of Behavioral Sciences and the Chair of the DOGC in conjunction with the Vice President of Student Affairs and Academic Services. Students found guilty of violating the Code of Conduct Policy, even a first offense, shall be subject to disciplinary action up to and including dismissal from Grace College.

### **Student Concerns Regarding the Faculty Instructor**

If the student has concerns or conflict with the faculty instructor, they should first approach the professor and attempt to resolve the stated concerns in a one-on-one meeting. If the student feels that the concerns are not addressed or resolved after meeting with the instructor, the student should contact their advisor to discuss further recourse options. If the concerns are regarding a perceived ethical or moral violation on the part of the faculty instructor and the student does not feel comfortable discussing and the student











Works with faculty and advisor to assess strengths and limitations, and determines appropriate steps for successful goal completion

Responds constructively to feedback from faculty and supervisors with minimal defensiveness

Submits coursework and/or exhibits interpersonal interactions demonstrating student has understood and applied feedback

Examples of behaviors that could result in referral to the SPDC committee include:

Demonstrates a mistakes or circumstances

Avoids responsibility for situations by blaming others or blaming circumstances

Does not meet course deadlines, or regularly asks for additional time

Exhibits inappropriate boundaries when sharing personal information in class or in written assignments, or focuses on personal information instead of assignment criteria

Exhibits inappropriate boundaries related to questioning or commenting on  
within a course, clinical site, or during interactions  
with others.

### **3. Academic Performance**

Demonstrates readiness to engage in new experiences, academic and reflective assignments, and group activities

Uses professional, graduate-level written communication demonstrating proficiency



# Student Professional Development Committee Policies and Procedures

## Student Professional Development Committee

The Student Professional Development Committee (SPDC) is an academic committee responsible for monitoring the academic progress, professional competence and behavior of students enrolled in The DOGC program. Students who do not meet the academic standards of their program or whose behaviors raise concerns about professional competence will be referred to the SPDC. The primary purpose of the SPDC is to review submitted information and/or competence to determine appropriate steps for remediation or dismissal from the program.

## Committee Membership

The SPDC consists of at least three (3) voting members composed of School of Behavioral Science faculty and one recording secretary. Where three voting members from a single department are not available, membership may be interdepartmental. Faculty members are selected by the DOGC Chair or Dean of the School of Behavioral Science.

## Referral Procedure

Any member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the Department Chair. The letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct. If a student is already under SPDC review and earns a failing grade, Notice of Concern, or Professional Development Notification (PDN), this information will be forwarded to the SPDC for consideration.

If a student serving at an internship, practicum, or clinical placement is dismissed by the site, asked not to return, or fails a site supervisor evaluation, the faculty supervisor will request the SPDC to convene for investigation of the circumstances. The focus of the investigation will be to determine what happened and appropriate steps for remediation or dismissal from the program. Once a referral is received, the committee is convened and follows established procedures.

## Committee Procedures

The following procedures govern the actions of the SPDC:

- a. The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting, and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the referral.
- b. The committee will be convened in a suitable electronic environment.
- c. In advance of the meeting, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance.
- d. The student may submit written information relevant to the situation to the committee chair up to 48 hours prior to the meeting. All written documentation should be made available for review by the student, the faculty, and the committee in advance of the meeting. In cases when the situation warrants an **immediate**

- e. If a student is notified of the meeting and does not attend, the SPDC may continue its action and render a decision.
- f. The student is permitted to have a support person from the academic community present for a committee meeting, including another student, faculty or DOGC staff member from Grace College. Support persons may not be family members of the student.
- g. The support person attending the committee meeting is expected to be visible on the screen, but is not permitted to speak during the meeting and must not act as an attorney or an advocate because students are expected to speak on their own behalf. Support





**Appeal Process**

If the student is not satisfied with the decision of the SPDC committee, the student may submit a written appeal of the decision to the Dean of the School of Behavioral Science within ten (10) business days of receiving the written documentation from the SPDC. Within ten (10) business days



2. If a student receives one or more Professional Characteristic indicators at **below expectations** on the Practicum Evaluation Form, the student will be required to meet with the professor to discuss remediation. A copy of the evaluation scale and any

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 on the Practicum Evaluation form, the student will earn and a Professional Development Notification will be issued.

In addition, prior to or after receiving an NC, a referral may be made to the Student Professional Development Committee (SPDC). 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 will result in**8(as)3(s )JTJETQq0.00000912 0 612 792 reW\*nBT/F4 11.04 Tf1d6





- ii. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- iii. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
- iv. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

*Please note:* At any point during the internship evaluation process, a student may be subject to referral to the SPDC.

## **2. 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 Counseling

upon how Interns respond to and achieve what the faculty supervisor has determined should be achieved, in recordings, paperwork, group supervision and feedback, case

is that not all Interns in Internship work at the same level. Not all have set the same goals, possess the same clinical skills or cognitive capabilities, or have the same level of interest, work ethic, experiential background, or maturity. Therefore, some Interns may not receive a credit for the course. When Interns have Site Supervisors along with a faculty supervisor, the faculty supervisor will make the final decision as to whether an

ck from the Site Supervisor will be requested and incorporated into the final decision; however, the final decision remains with the faculty supervisor.

### **Site Supervisor Concerns Regarding Interns**

If the Site Supervisor perceives that the Intern is not meeting minimal standards of competence at the internship site, the Site Supervisor will identify challenges and possible solutions for the Intern. If the Site Supervisor believes additional work is necessary for the Intern, a written remedial plan will be developed by mid semester. 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 Intern and the internship supervisor. If a remedial plan cannot be agreed upon between the Site Supervisor and the Intern, the Internship Faculty will be notified. Faculty will meet (or correspond by phone) with the Intern and the Site Supervisor and make a reasonable attempt to help all parties reach a satisfactory agreement.

In the case of irresolvable conflicts and up to the three-quarter point in the semester, the Intern 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 Intern may obtain an alternative site and alternative Site Supervisor. The Intern will need to discuss these plans with f

**Please note:** At any point during the internship evaluation process, a student may be subject to referral to the SPDC.

### **Intern Concerns Regarding the Site Supervisor**

If the Intern has concerns/conflict with the Site Supervisor the Intern should meet with the Site Supervisor to attempt to resolve the stated concerns (if the concerns are regarding a perceived ethical/moral violation on the part of the Site Supervisor, the Intern would be advised to discuss this with faculty). If a resolution cannot be achieved then the Intern should contact the faculty supervisor. Faculty will contact the Site Supervisor to make a reasonable attempt to help all parties reach a satisfactory agreement. If a resolution cannot be achieved for the Intern, then the Intern reserves the right to select an alternative su

## **DOGC Course Offerings**

Students may meet with their advisor prior to registering for courses. If a student wishes to take a course outside of the suggested schedule of study, they must first meet with their advisor and obtain instructor approval before registering for the course. DOGC course offerings are subject to change. The following courses are offered by the DOGC.

### **CPY 5000 Residency One**

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities facilitated. The first residency focuses on orientation to clinical mental health counseling, skill development, and student-to-student and faculty-to-student connections. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

### **CPY 5002 Residency Two**

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities. The second residency centers around assessing interpersonal competencies, skill development and evaluation, and advanced topics. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

### **CPY 5003 Residency Three**

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities. The third residency consists of training in professional identity topics, preparing for licensure and employment, potential research endeavors, and taking the CPCE exam. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

### **CPY 5005 Orientation to CMHC**

Students are introduced to Clinical Mental Health Counseling by learning about the key components of the CMHC program. Topics discussed include the historical roots and three distinctives of the program, the emphasis on skill development, professional counselor identity, CACREP accreditation, gatekeeping elements, the graduate culture, advising, clinical field requirements, APA writing style, and technology requirements. (Zero hours).

### **CPY 5050 Theological Foundations of Counseling**

This course will examine a theological foundation of counseling specifically as it pertains to Scriptural truths and principles. A biblical theory of personality will be presented which will lead to biblical concepts of counseling. (Three hours)

Prerequisites: none

### **CPY 5100 Foundations of CMHC**

This course is intended to offer an introduction to the profession of mental health counseling. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of mental health counseling. The focus will be on fostering student knowledge and professional identity by increasing awareness of various roles and duties of professional mental



health counselors as well as learning how they interact with professionals from other disciplines within the mental health field. (Three hours)

Prerequisites: none

### **CPY 5150 Marriage & Family Counseling**

Through the lens of Scripture, this course will examine a broad theoretical and practical foundation for counseling couples and families. 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. (Three hours)

Prerequisites: CPY5200; Prerequisite or Concurrent: CPY5350

### **CPY 5200 Personality & Counseling Theories**

This course examines the origins, development, and current status of major personality/counseling theories that provide a framework for clinical application and inform current counseling practice. The emphasis will be on the structure and dynamics of personality and implications for understanding behavior and change. Students will evaluate the compatibility of these theories in light of their Christian worldview, ultimately selecting a particular theoretical orientation to be used in counseling practice. (Three hours)

Prerequisites: none

### **CPY 5250 Psychopathology**

This course focuses on concepts of psychopathology as well as the major diagnostic categories of the current DSM, etiological factors, and differential diagnoses. Students are introduced to psychopharmacology as well as current therapeutic approaches, with an emphasis on ethical assessment and treatment planning. Students will examine issues of psychopathology and normalcy through the lens of Scripture while considering cultural, biological, social, psychological, and spiritual factors. (Three hours)

Prerequisites or Concurrent: CPY5100

**CPY**

**CPY 5610 Candidacy**

Candidacy is the first of three DOGC gatekeeping processes which assess student readiness to advance through the CMHC program. Students register for Candidacy in Spring following successful completion of Practicum or concurrently with Practicum in the spring semester.

use their knowledge of etiology, nomenclature and diagnosis to solidify their application of interventions and treatments. (Three hours)

Prerequisites: CPY5250, CPY 5350, CPY 5100, CPY5200, CPY5700, CPY5691 Concurrent: CPY6700

**CPY 6100 Technology in Counseling**

This course will study the process, application, and implementation of technology in counseling. Focus of study will include unique legal and ethical responsibilities and best practices for distance delivery of counseling services. (Zero hours)

Prerequisite: CPY 5700

**CPY 6600 Lifestyle & Career Counseling**

This course will assist the student in defining a biblical view of work and its relevance in both secular and Christian contexts through the examination of scripture, theories, decision-making models, techniques, and resources related to career development and maintenance, and the resolution of career-related problems. Students will explore avocational, educational, occupational and labor market and career information resources with an emphasis on developing basic competencies in career and educational planning. The usefulness of assessment instruments and techniques relevant to career planning and decision-making will be demonstrated through experiential learning providing an understanding of specific populations, multicultural issues, and the intersection of mental health and career. (Three hours)

Prerequisites: CPY5200, CPY5350

**CPY 6700 Internship in CMHC**

This course is the second of three fieldwork courses where students continue to develop and refine clinical skills while meeting state hourly requirements for working directly with clients in a mental health counseling setting. Students attend weekly individual or triadic supervision with a licensed supervisor on site. Faculty provides weekly group supervision, offering feedback from both a clinical and biblical perspective. (Three hours)

Prerequisites: CPY5610, CPY5700, CPY6200, CPY5691 Prerequisite or Concurrent: CPY5150

**CPY 6710 Advanced Internship in CMHC**

This course is the third of three fieldwork courses and a continuation of the internship experience. Students complete state requirements for counseling hours and attend weekly individual or triadic supervision with a licensed supervisor on site. Faculty provides weekly group supervision, offering feedback from both a clinical and biblical perspective. (Three hours)

Prerequisite: CPY6700

**CPY 6720 Advanced Internship Extensi12 792 reW\*nBT/F3 11.04 Tf1 0 0 1 169.94 654.58s 11.04 Tf1 0 0 1**

## **Program Faculty and Staff**

### **Full Time Faculty**

#### **Belton, Rebecca, Ph.D., LPC (VA & WI)**

*Assistant Professor of Counseling  
Clinical Coordinator*

B.A. in Comprehensive Bible, Cedarville University  
M.A. in Clinical Mental Health Counseling, Grace College  
Ph.D. in Counselor Education and Supervision, Regent University

Rebecca Belton is a Licensed Professional Counselor in both Wisconsin and Virginia. She

stepping into a teaching role, she worked with those experiencing homelessness, providing counseling services in a residential substance use recovery program, and in an intensive outpatient program for a hospital, providing group counseling services. research interests include substance use treatment, faith integration, and athlete mental health. Dr. Belton serves as the clinical coordinator in addition to her teaching role.

#### **Brue, Jill, Ph.D., LPC (TX)**

*Associate Professor of Counseling  
Chair, Department of Graduate Counseling*

B.A. in French, Texas Tech University  
M.A. in Counseling, Asbury Theological Seminary  
Ph.D. in Counselor Education and Supervision, Regent University

Dr. Brue has been licensed as a professional counselor since 1997. She has provided counseling services in a variety of settings, including university counseling centers, community

courses in different Christian counselor education programs. Her research focus has been the integration of faith with professional counselor identity in counselor education students as well

**Lewis, Denise, Ph.D., LPC, NCC (OH)**

*Associate Professor of Counseling*

B.S. in Sociology, Ohio Dominican University

M.A. in Counseling Ministry, Methodist Theological School in Ohio

Ph.D. in Counselor Education and Supervision, Ohio University

Dr. Denise Lewis is a licensed professional counselor and a nationally certified counselor. Her areas of specialization include counselor education, clinical counseling, multicultural and diversity issues in counseling, and spiritual and religious issues in counseling.

research interests are focused on African American youth and families and involve evaluating and addressing systemic problems that impact their areas of wholistic functioning.

from Ohio Christian

University, and the George C. Hill Counseling Award from Ohio University. She is a member of ~~ctiverTtu46500~~

**Tillett, Luke, Ph.D., LPC (IL)**

*Assistant Professor of Counseling*

B.A. in Pre-seminary and Philosophy, Cedarville University  
M.Div. in Divinity Studies, Trinity Evangelical Divinity School  
M.A. in Counseling Psychology, Trinity Evangelical Divinity School  
Ph.D. in Counselor Education and Supervision, Regent University

Dr. Tillett is a licensed professional counselor in Illinois and has experience counseling families and individuals in a group practice. He has been a counselor educator since 2019. Dr. Tillett has unique experiences in ministry with Asian populations, including a pastorate with a Chinese Christian Church in Illinois and a small group leader in a Baptist church in Seoul, Korea. His training and research focus has been in faith integration and spiritual formation. Dr. Tillett lives with his wife and children in Illinois.

**Part-Time Faculty**

Blosser, Jeffrey, M.A., LMHC  
Brewer, Aaron, M.A, LPC, NCC, CSAT, CPTT, CMAT  
DeCree, Shekyra, Ph.D., LPCC-S  
Edgington, Tom, Ph.D., LMHC  
Einselen, Amanda, M.A., LMHC  
Graham, Joe, Psy.D., HSPP  
McEvoy, Deb, Psy.D., LMHC  
Moore-Felton, Miya, M.A., LPC (ABD Ph.D.)  
Rolle, Marcella, Ph.D., LPC  
Ullrich, Daniel, Ph.D., LPC  
Wildman, Ashley, PhD, LMHC

**Staff**

Ellinger, Jenna  
*DOGC Administrative Assistant*





