



**Graduate Catalog  
2014 – 2015 Addendum**

**Revision Effective as of December 1, 2014**

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Note: Additions to this document are noted by italicized, red text

## Changes Made to Page 12 of the Admission Procedures for Degree-Seeking Students Section

Ten percent of the ~~student cohort~~ *student body enrolled in the School of Ministry in the M.A. in Ministry* may be able to be admitted without a bachelor's degree. These students will provide documentation of work experience that would be equivalent to Richmond's Admission standards as evaluated by the Admissions Committee.

## Changes Made to Page 16 of the Academic Advisement Section

### Academic Advisement: Schools of Counseling, Psychology, and Ministry

Upon acceptance to Richmond, each student is assigned a faculty advisor. The advisor assists the student in becoming acclimated to the Richmond community, in choosing elective courses, in career planning, and in a variety of other aspects of involvement in the University's program.

Advisors will also provide to their advisees feedback from faculty about the student each semester. Though the advisor guides students through the process of selecting courses, ultimately the student is responsible for following degree requirements and policies as outlined in the Graduate Catalog.

### Program of Study

Students ~~and Records personnel~~ complete a Program of Study *before they matriculate into their perspective programs. within the first semester of their enrollment.* Template sequences for each degree program and certificates are provided for students to complete their program in two, three and four years. Using this as a guide, the student develops a program of study *with the collaboration of their advisor and the Records Office*, outlining the sequence in which he or she plans to take the courses for the selected program. ~~with the assistance of the Records Office.~~ The Program of Study is signed and approved by the student, *the advisor*, and the Records Office staff. The signed document is kept on file in the Records Office and with the student's advisor. Students who deviate from their Program of Study are required to resubmit a Program of Study for the following reasons: change of degree, change of certification(s), or change in length of time to complete the degree. A Program of Study is required to complete a student's academic file.

### Advisement Processes for the Schools of Counseling and Psychology

Students in the School of Counseling are required to meet with their advisor a minimum of three times during their time as a student at Richmond Graduate University. Students enrolled in the School of Psychology are only required to meet with their advisor a minimum of two times during their program. The first meeting occurs prior to their matriculation into the program (i.e., first day of classes). The second meeting occurs during a student's first semester, prior to registration for their second semester of courses. The third meeting occurs during a student's participation in CED6912: Applied Practicum and Treatment Planning Lab in spring semester or prior to registration for CED6922: Counseling Practicum when student's begin to see clients.

*New students will be informed by the Records Office in their preregistration meeting that they will be required to meet with their faculty advisors at orientation, during their first semester, and also during the semester they are enrolled in CED6912: Applied Practicum and Treatment Planning Lab. Communication about the required meetings will also be provided during Orientation by the Dean of Students or by the Assistant Dean of Students. Students will also be reminded about required faculty advisor meetings via emails from the Records Office.*

*Required advisement meetings will be scheduled as listed below:*

- 1. Students meet with the Records Office to begin development of Program of Study (prior to Orientation Day).*
- 2. The first advisement meeting occurs at Orientation where the student briefly meets with their Faculty Advisor to introduce themselves and for their advisor to approve the Program of Study. Faculty Advisors are able to change and give input into the academic plan before student's matriculate into the program. The final version is signed and submitted to the University's Records Office. Both Faculty Advisors and the student are given a copy of the academic plan.*
- 3. The second advisement meeting occurs during the first semester but before a student is able to register for their second semester of coursework. An Advisement Hold will be placed on students' accounts who are attending during that will prevent them from registering for future semesters until the Hold is resolved. This meeting will serve as time for the Faculty Advisor to assess how the student is performing their first semester and to review and affirm the Program of Study. Given that the plan was created before the student attended any coursework, it may be necessary to revamp or change degree, length of program, etc. to better fit the student's needs. The student will be responsible to have their Faculty Advisor sign their advisement form and return the form to the Records Office. Once the Advisement form has been signed, the Records Office will release the Advisement Hold and the student will be able to register for future semesters once online registration is open.*

- The third advisement meeting will occur prior to registration for CED6922: Counseling Practicum. An Advisement Hold will be placed on student's accounts that are enrolled in CED6912: Applied Practicum and Treatment Planning Lab that will prevent them from registering for future semesters until the Hold is resolved. This advisement meeting is not required for students enrolled in the Master of Science in Christian Psychological Studies. The student will have the advisor sign the Advisement Form and be responsible for sending the signed Advisement Form to the Records Office. Once the Advisement form has been signed, the Records Office will release the Advisement Hold and the student will be able to register for future semesters once online registration is open.*

## Changes Made to Page 16 of the Degree Time Limits Section

### Degree Time Limits

Students have five years from the date of matriculation to complete degree requirements for the Master of Arts in Professional Counseling *and* Master of Arts in Marriage and Family Therapy, ~~and the Master of Arts in Ministry.~~ Students have three years to complete the Master of Science in Christian Psychological Studies *and the Master of Arts in Ministry.*

## Changes Made to Pages 17-18 of the Registration Policies and Procedures Section

### Registration Policies and Procedures

The following information is an overview of registration procedures. For more detailed information, please contact the Records Office. Preregistration dates for new and returning students are scheduled during the preceding semester and can be found on the Academic Calendar.

#### • Pre-registration for New Students

All new degree-seeking students meet with Records Office staff to create a Program of Study and register online via Richmond's Student Online registration system (CAMS). *The final Program of Study is approved by the student's advisor.* For all subsequent registrations, students will be able to register themselves ~~unless otherwise noted.~~ *once the student has cleared all appropriate holds from their accounts.* All ISW students and non-degree students will pre-register via CAMS. Their usernames and passwords will be assigned by the Records Office. Records Office staff will discuss with students any holds that are on their account. Students who are not officially registered on the first day of the semester due to account hold obligations will be assessed a late registration fee of \$50. If students need to drop pre-registered classes, they must contact the Records Office in writing once online registration has closed.

In an effort to make the registration process as efficient as possible, the policies and procedures are consistently under review and thus may be changed in the best interest of students and the University. In this event, any changes to policy or procedure will be communicated clearly and in a timely manner to Richmond students via their Richmond email address.

#### • Pre-registration for Continuing Students

Continuing students (students who have been at Richmond for at least one semester) are able to register themselves once registration opens every semester unless it is noted that they must meet with their advisor. Continuing students must clear financial and all other holds every semester in order to register for future semesters.

#### • Waitlist Procedures

If a course for which students are attempting to pre-register is full, students can add themselves to the waitlist. If space becomes available in the course, students will automatically be placed into it. Should students decide that a course is no longer wanted, they should drop it from the class schedule. In this way the course can be offered to someone else. By waitlisting for a course, students obligate themselves financially and academically to the course if a space opens.

#### • Becoming Officially Registered

To become officially registered *or to register for future semesters*, students must have cleared *all relevant holds.* ~~their PREPAY hold with the Business Office.~~

Possible Holds Are:

- *PREPAY Hold: The student has not paid for the semester.*
- *ADMISS Hold: The student is missing a piece of their academic application that would complete their academic file. Examples of missing items would be test scores or transcripts.*
- *RECORDS Hold: The student is missing a Program of Study or other related Records documentation.*
- *ADVISEMENT Hold: The Student has not met with their advisor as required.*
- *DELIQUENT Hold: The Student is no longer attending but still owes the institution fees and tuition.*

Students may carry an ADMISS INFO, and/or ID hold on their account for no more than one semester. All holds must be cleared by the final day to remove holds, as published on the Academic Calendar. Students are officially registered by the Records Office before courses begin. Students who fail to have holds cleared by the deadline will be unable to register for future semesters until the holds are cleared.

## Changes Made to Page 22 of the Grades and Academic Records Section

### Incompletes: Schools of Counseling, Psychology *and Ministry*

The student must complete the work by the date on which the next academic term's (including Summer) grades are due, or the grade will be changed to an *F*.

### Incompletes: School of Ministry

Incomplete work is due four weeks from the last day of finals for students in the School of Ministry. If the incomplete work is not received by this point, the grade will be changed to an *F*.

## Changes Made to Pages 26-27 of the Student Qualifying Evaluation Section

### Student Qualifying Evaluation

The Academic Affairs Committee (AAC) for each school meets in April, August and December. Although the focus of the SQE is on students who are in clinical sequence (Helping Relationships, Applied Practicum and Lab, Counseling Practicum, and Counseling Internship I and II), all ~~counseling~~ *School of Counseling and School of Psychology* students are evaluated during this process. Clinical performance, academic performance, and general personal department are all factors considered in the SQE. *School of Psychology students are evaluated on interpersonal and academic levels only. Staffs appraise students on an interpersonal level only.* Evaluation of those in clinical sequence serves to help identify deficiencies and develop a remediation or action plan. Receiving a passing grade in any clinical course does not necessarily allow the student to proceed with the clinical sequence.

Each member of the AAC will offer evaluation of the student's performance in the classroom and other settings, both formal and informal, based on observations from the Dean of Clinical Affairs (Atlanta campus), Director of Clinical Training (Chattanooga campus), student's advisor, other faculty, and site supervisors where applicable. ~~The AAC has four options regarding the student's continuance:~~

*If a faculty have a serious or extreme concern about a student (rating of 4 or 5), they complete a Student Concern Report to provide more detailed information in regards to the situation. Based on completed SQE forms from faculty and staff, the Dean of Clinical Affairs creates a master spreadsheet with the status of all students.*

*The statuses and levels are as follows:*

- *Exceeds Expectations (Student Commendations)*
- *Meets Expectations*
- *Meets Expectations with Emerging Concerns (There are 3 levels within this category)*
  - *Level 1 – Meeting Expectations with Slight Concern*
  - *Level 2 – Meeting Expectations with Mild Concern*
  - *Level 3 – Meeting Expectations with Moderate Concern*
- *Does Not Meet Expectations with Significant Concern (There are 2 levels within this category)*
  - *Level 4 – Not Meeting Expectations with Serious Concerns*
  - *Level 5 - Not Meeting Expectations with Extreme Concerns*

*The master spreadsheet is reviewed by the Clinical Affairs Committee and a determination made as to those students whose status warrants further review by the AAC. The Dean of Students and Assistant to the Dean of Students tally information gathered at the SQE meeting and records it on the Student Performance Review Feedback Form – specifying that the student meets expectations, exceeds expectations, or is not meeting expectations in Academic, Interpersonal, and/or Clinical areas. Emerging concerns are communicated to the student after they have accumulated across semesters or in a single semester in the following matter: 2 Level-3 concerns, 4 Level-2 concerns, 6 Level-1 concerns or any combination of Level 1,2, or 3 that will total 7.*

*For Students in a clinical sequence course, advisors complete an additional form. The Clinical Qualifying Evaluation (CQE) form serves to document approval for the student's to advance to the next component of the clinical sequence. If the student is not meeting expectations, a remediation plan is crafter by the advisor in consultation with appropriate faculty. The CQE form is signed by the student's advisor. The Dean of Clinical Affairs or Director of Clinical Training places it in the student's clinical file.*

*The Student Performance Review Feedback Forms are compiled by the Dean of Students and Assistant to the Dean of Students and sent to the Records Office to be added to the student's academic file. The Records Office distributes a copy of the Student Performance Review Feedback Form to the student's advisor.*

*Students receive their Student Performance Review Feedback Form as follows:*

- *Students who meet expectations or exceed expectations are sent a scanned copy of the form to their Richmond student email address.*

- *Students who were reviewed with emerging concerns, the Student Performance Review Feedback Form will be sent to the student via regular mail and will briefly outline the concerns. Students with additional questions regarding the concerns expressed may request a meeting with their advisor for further details and/or support.*
- *For students with significant concerns, a letter is sent from the Academic Dean noting the concerns along with a copy of the proposed remediation plan (i.e. the Student Performance Remediation Plan Form). The student is instructed to schedule a meeting with their advisor to review and sign the plan. A copy of the Student Performance Review Feedback Form is included with any correspondence with students falling into this category.*

*In general, a student who is observed to have deficiencies will be invited to discuss the identified deficiencies with his/her faculty advisor and a plan of remediation developed. In the absence of adequate progress, the student who experiences difficulty in these areas will be subject to dismissal from the Richmond program after warning from the student's advisor. Supervisors of clinical work provide evaluations to the Dean of Clinical Affairs/Director of Clinical Training, and these are also incorporated into the overall student evaluation of performance. A student may be dismissed from a course and/or the Richmond program if the welfare of the student's clientele, prospective clientele, or the functioning of the school or agency is, in the judgment of the Institute's faculty and administration, in jeopardy as a result of the student's behavior.*

- ~~1. If the Committee approves the student for continuance into the next clinical component without remediation, the student's advisor and a representative of Clinical Affairs sign the student performance review form. The student's signature is not required. The Dean of Clinical Affairs places the form in the student's clinical file.~~

~~The Committee may determine that no formal action is needed but that the student's advisor, or another faculty member as appropriate, will meet with the student to offer concerns of the AAC. Although the student and advisor may determine actions that need to be taken to remedy the concerns, no formal documentation or follow-up is required. Students who display a pattern of ongoing minor concerns over multiple semesters may require formal remediation.~~

~~If the Committee determines that there is a serious problem not sufficient to warrant dismissal at the time of evaluation, the AAC, along with the student's advisor, will develop a written plan for remediation. The advisor will meet with the student.~~

~~The SQE policy is designed to promote excellence in Richmond's counselor education program by graduating only those students who exhibit the best qualifications for and highest standards in the professional practice of counseling. Although every effort is made to assure the competence of graduates, Richmond acknowledges that there are limitations in identifying potential weaknesses of students, and, if necessary, one other faculty member, to discuss this plan. A remediation plan is a statement of grave concern about the student's ability to continue in the Richmond program; failure to comply fully with it may lead to dismissal.~~

- ~~1. If the Committee determines that there is a problem that warrants dismissal, the AAC and the student's advisor will issue a dismissal to the student. The advisor will schedule a meeting to discuss it with the student and another faculty member.~~

~~After the faculty members have presented the SQE recommendations to the student and answered any questions, the student must sign the performance remediation plan, indicating that the recommendations have been given and explained.~~

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If he or she chooses to provide a rebuttal, the AAC will meet again to consider any new evidence presented by the student and provide written documentation of their decision. If the student wishes to appeal the faculty's decision, appeal procedures outlined in this Catalog may be followed. Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process and recommend potential sources of guidance and assistance when necessary. Students are encouraged to submit to their advisors their own ideas for remediation, which will be considered in developing the remediation plan.

The student's advisor will document the plan using the student performance remediation plan form. The student may pre-register for the next clinical course at the normally scheduled dates while awaiting the evaluation; however, final approval for enrollment in the course is contingent upon the recommendation of the AAC. The advisor will inform the student if there is a reason he or she may not proceed with the next clinical component. If the student is not allowed to proceed with it, any fee collected specific to that course will be credited to the student's account or reimbursed. The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction; decrease in course load; decrease, increase or temporary suspension of clinical, didactic, or supervisory responsibilities; altered supervision and/or faculty advisement; leave of absence; and individual psychotherapy. Progress must be reviewed at least once every semester (Fall and Spring) at least two weeks before registration. Additional reviews may be scheduled as necessary. After each one, a copy of the current remediation plan, with student comments and faculty signatures, must be placed in the student's file. If progress toward remediation plan goals is viewed by the advisor and AAC as insufficient, either a change in the remediation plan or dismissal of the student will follow. The student will have an opportunity for rebuttal or appeal, as described above.

## **Additional Policy Added to Page 27**

### **Clinical Qualifying Evaluations**

#### **Required Formal Evaluations prior to Counseling Practicum and Internship Courses**

A formal evaluation is conducted at the conclusion of *Helping Relationships*, *Applied Practicum and Treatment Planning Lab in Counseling*, the *Counseling Practicum*, and *Counseling Internship I and II* to assist in the identification of deficiencies and the development of a remediation or action plan. Receiving a passing grade in any of the clinical courses, (i.e. *Helping Relationships*, *Applied Lab*, *Practicum* or *Counseling Internship I or II*), does not necessarily allow the student to proceed with the clinical sequence. At the conclusion of the *Applied Lab*, *Counseling Practicum*, *Counseling Internship I*, and *Counseling Internship II* each student will be evaluated by the Dean of Clinical Affairs/Director of Clinical Training, the instructor of the clinical course, and the student's advisor. These faculty members will collect and review all supervisor evaluations performed on the student at the clinical practice site and consider other sources of data as well. These faculty members will submit a recommendation to Academic Affairs Committee. Each member of the Academic Affairs Committee will consider the recommendation and offer his/her evaluation of the student's performance in the classroom and other settings, both formal and informal. The Academic Affairs Committee has three options regarding retention of the student:

1. **Approval for Continuance into next Clinical Component:** If Academic Affairs Committee approves the student for continuance into the next clinical component without remediation, the student's advisor and the Dean of Clinical Affairs/Director of Clinical Training sign the *Clinical Qualifying Evaluations Form*. The Dean of Clinical Affairs/Director of Clinical Training places the form in the student's clinical file. The student's signature is not required. The Director of Records will inform the student that he or she may proceed with the next clinical component.
2. **Dismissal:** If Academic Affairs Committee determines that there is a problem that warrants dismissal, the Academic Affairs Committee along with the student's advisor will issue a dismissal to the student. The student's advisor will schedule a meeting to discuss this dismissal with the student following the Academic Affairs Meeting. This meeting will be conducted by the student's advisor, one other faculty member and the student.
3. **Remediation:** If the Academic Affairs Committee determines that there is a problem not sufficient to warrant dismissal at that time, Academic Affairs Committee along with the student's advisor will develop a written plan for remediation. The student's advisor will schedule a meeting to discuss this plan with the student following the Academic Affairs Meeting. This meeting will be conducted by the student's advisor, one other faculty member and the student. A remediation plan is a statement of grave concern about the student's ability to continue in the Richmond degree program; failure to comply with the plan fully may lead to dismissal.

After the faculty members have presented the clinical qualifying evaluation to the student and answered his or her questions, the student must sign the *Student Performance Remediation Plan* form indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Academic Affairs Committee will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within a few weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the *Graduate Catalog*. Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

Students are encouraged to submit their own ideas for remediation to their advisors. The advisor and the Academic Affairs Committee will consider the student's recommendations in revising and finalizing the remediation plan. The student's advisor will document the plan using the *Student Performance Remediation Plan* form.

The *Student Performance Remediation Plan* and the *Student Performance Review* will be placed in the student's file. The student may register for the next clinical course at the normally scheduled dates as they await their evaluation; however, final approval for enrollment in the course is contingent upon the recommendation of the Academic Affairs Committee as stated in the *Student Performance Review*. The Records Office will notify students who receive approval for continuance into next clinical component.

The student's advisor will contact the student who receives a remediation. If the student is not allowed to proceed to the next clinical training course, any fee collected specific to that course will be credited to the student's account or reimbursed.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction; a decrease in course load; a decrease, increase or temporary suspension of clinical, didactic, or supervisory responsibilities; altered supervision and/or faculty advisement; leave of absence; and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty

*signatures must be filed in the student's academic file. If progress against targets is viewed by the advisor and Academic Affairs Committee as insufficient, a change in the remediation plan or the dismissal of the student will follow. The student will have an opportunity for rebuttal or appeal, as described above.*

*The policy described above is designed to minimize graduating students who are not suited for professional practice of counseling. Richmond acknowledges that there are limitations in identifying every student who may not have the potential to perform effectively in the role of professional counselor.*

## **Additional Policy Added to Page 27**

### ***Endorsement Policy***

*Department faculty members are pleased to assist trained and qualified students in obtaining employment in the field of human services. This assistance typically occurs through writing reference letters and providing recommendations. Students are encouraged to solicit the support of appropriate faculty. However, departmental faculties reserve the right to decline the request. A recommendation maybe withheld if it is determined that the specific student is not qualified or adequately prepared for the position being sought. Students desiring to obtain a reference or a recommendation from a faculty member are encouraged to discuss this request in person.*

## **Changes Made to Pages 37, 38, 39, 40, 41,43,44,45, and 47 in Reference to CED7143: Vocational Counseling.**

*CED7143: Vocational Counseling title was changed to CED7143: Lifestyle and Career Development.*

## **Changes Made to Pages 46-47 in the Master of Arts in Marriage and Family Therapy Section**

### Master of Arts in Marriage and Family Therapy

#### Basic Degree Program: Three-Year Sequence

Many students at Richmond find it helpful and necessary to extend their studies over three and four years. Advisors encourage students to consider this possibility in order to have time to develop the skills and knowledge necessary to practice as a counselor and in order to insure their own health and wellbeing throughout the rigors of graduate school.

Below is the suggested sequence of courses for a student pursuing the basic M.A. in Marriage and Family Therapy. With the help of the Records Office staff, it can be adapted for students who are also obtaining a certification.

	Semester Credit Hours
<b>Fall Semester I</b>	
• CED5102 Introduction to Counseling	2
• CED6112 Personal and Spiritual Life of the Counselor	3
• CED6123 Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling	2
• CED6622 Clinical Assessment in Individual, Marital & Family Counseling	2
• CED6632 Healthy Family Functioning	3
• CED7713 Methods of Research	3
	<b>TOTAL 12</b>
<b>Spring Semester I</b>	
• CED6133 Counseling Systems and Interventions	3
• CED6143 Psychopathology: Diagnosis and Treatment of Mental Disorders	3
• CED6612 Family Systems Theory	2
• CEDx2x2 Counseling and Spirituality Integration Elective	2
	<b>TOTAL 10</b>
<b>Summer Semester I</b>	
• CED6113 Addictions Counseling: An Integrative Approach to Assessment and Treatment	2
• CED7123 Group Counseling Theory and Practice	3
• CED7623 Structural and Behavioral Marriage & Family Therapy	3
	<b>TOTAL 8</b>
<b>Fall Semester II</b>	
• CED6113 Helping Relationships	3
• CED6163 Clinical Appraisal and Diagnostic Evaluation in Counseling	3
• CED6322 Models of Relating Christianity and Counseling	2
• CED6512 Human Sexuality: A Therapeutic Integration	2
• CED7113 Human Growth and Development	3
	<b>TOTAL 13</b>
<b>Spring Semester II</b>	
• CED6813 Cognitive-Behavioral Therapy	3
• CED6912 Applied Practicum and Treatment Planning Lab in Counseling	2
• CED7153 Social and Cultural Issues in Counseling	2
• <b>CED7132 Theodicy and Trauma Counseling</b>	<b>2</b>
	<b>TOTAL 8/10</b>
<b>Summer Semester II</b>	
• CED6342 Christian Traditions in Counseling	2
• CED6922 Counseling Practicum	2
• CED7633* Contextual, Narrative and Interpersonal Models of Counseling (one of two options)	(3)
	<b>TOTAL 4-7</b>
<b>Fall Semester III</b>	
• CED7152 Counseling and Spirituality	2
• CED7313 Hermeneutics and Application	3
• CED7932 Counseling Internship I	2
• CED7613* Brief, Solution-Focused & Communication Approaches to Marriage & Family Counseling (one of two options)(3)	(3)
	<b>TOTAL 7-10</b>
<b>Spring Semester III</b>	
• CED7143 <del>Vocational Counseling</del> <b>Lifestyle and Career Development</b>	3
• CED7362 Integrative Theology for Counselors	2
• CED7891 Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling	1
• CED7932 Counseling Internship II	2
• <del>PSY</del> <b>CED</b> 7822 Psychodynamic Theories and Counseling	2
	<b>TOTAL 10</b>
	<b>DEGREE TOTAL 77</b>

## Changes Made to Page 52 in the Master of Arts in Ministry Section

### Master of Arts in Ministry

#### Program Sequence

The basic M.A. in Ministry consists of 48 semester hours.

<b>Bible History and Theology (15 hours)</b>		<b>Semester Credit Hours</b>
• MIN5113	Hermeneutics and Exegesis	3
• MIN5123	Historical Theology: The Great Questions Addressed by the Christian Faith	3
• MIN5133	Church History: The Great Traditions of Christian Faith	3
• MIN6113	Understanding the Bible Through Its Uniting Themes	3
• MIN6123	The Trinity: God Revealed as Father, Son and Holy Spirit: God in the Midst of Thinking, Being & Doing	3
		<b>TOTAL 15</b>
<b>Ministry Skills and Leadership (15 hours)</b>		<b>Semester Credit Hours</b>
• MIN5313	Foundations of Authentic Leadership	3
• MIN5323	Interpersonal Skills – Pastoral Care	3
• MIN5213	Practical Aspects of the Life of the Minister	3
• MIN6313	Ministry to Children and Families	3
• MIN6323	Communications in Ministry	3
		<b>TOTAL 15</b>
<b>Spiritual Formation (16 hours)</b>		<b>Semester Credit Hours</b>
• MIN5213	Spiritual Formation I: Dynamics of the Persona and the Kingdom of God	3
• MIN5223	Spiritual Formation II: Living in the Divine Conversation and Character	3
• MIN5231	Spiritual Formation Retreat Seminar Theological and Self Understanding	1
• MIN6213	Spiritual Formation III: Celebrating the Great Traditions of Christian Faith through Scripture, Literature, & Praxis	3
• MIN6223	Spiritual Formation IV: Living as an Apprentice to Jesus	3
• MIN6233	Culminating Project: Final Integrative Seminar	3
		<b>TOTAL 15</b>
<b>Mentored Training (2 hours)</b>		<b>Semester Credit Hours</b>
• MIN5411	Internship I: Mentored Growth and Development	1
• MIN5420	Internship II: Mentored Growth and Development	0
• MIN5431	Internship III: Mentored Growth and Development	1
		<b>TOTAL 2</b>

## Changes Made to Page 53 of the Master of Arts in Ministry Section

### Master of Arts in Ministry

#### Basic Degree Program Sequence

Two-year cycle (three-year and four-year program sequence available from the Records Office)

<b>Fall Semester I</b>	<b>Semester Credit Hours</b>
• MIN5113 Hermeneutics and Exegesis	3
• MIN5213 Spiritual Formation I: Dynamics of the Persona and the Kingdom of God	2
• MIN5313 Foundations of Authentic Leadership	3
	<b>TOTAL 9</b>
<b>Spring Semester I</b>	<b>Semester Credit Hours</b>
• MIN5123 Historical Theology: The Great Questions Addressed by the Christian Faith	3
• MIN5223 Spiritual Formation II: Living in the Divine Conversation and Character	3
• MIN5233 Interpersonal Skills: Pastor Care	3
• MIN5411 Internship I: Mentored Growth and Development	1
	<b>TOTAL 10</b>
<b>Spring Semester I</b>	<b>Semester Credit Hours</b>
• MIN5123 Historical Theology: The Great Questions Addressed by the Christian Faith	3
• MIN5223 Spiritual Formation II: Living in the Divine Conversation and Character	3
• MIN5233 Interpersonal Skills: Pastor Care	3
• MIN5411 Internship I: Mentored Growth and Development	1
	<b>TOTAL 10</b>
<b>Summer Semester I</b>	<b>Semester Credit Hours</b>
• MIN5133 Church History: The Great Traditions of Christian Faith	3
• MIN5231 Spiritual Formation Retreat Seminar: Theological and Self Understanding	1
• MIN5333 Practical Aspects of the Life of the Minister	3
• MIN5420 Internship II: Mentored Growth and Development	0
	<b>TOTAL 7</b>
<b>Fall Semester II</b>	<b>Semester Credit Hours</b>
• MIN6133 Understanding the Bible Through Its Uniting Themes	3
• MIN6213 Spiritual Formation III: Celebrating the Great Traditions of Christian Faith Through Scripture, Literature, and Praxis	3
• MIN6313 Ministry to Children and Families	3
• MIN5431 Internship III: Mentored Growth and Development	1
	<b>TOTAL 10</b>
<b>Spring Semester II</b>	<b>Semester Credit Hours</b>
• MIN6123 The Trinity: God Revealed as Father, Son, and Holy Spirit: God in the Midst of Thinking, Being, and Doing	3
• MIN6223 Spiritual Formation IV: Living as an Apprentice to Jesus	3
• MIN6323 Communications in Ministry	3
	<b>TOTAL 10</b>
<b>Summer Semester II</b>	<b>Semester Credit Hours</b>
• MIN6233 Final Integrative Seminar	3
	<b>TOTAL 3</b>
	<b>DEGREE TOTAL 48</b>

## Changes Made to Pages 62-63 of the School of Psychology Section

### SCHOOL OF PSYCHOLOGY

#### Psychopathology and Treatments Curriculum

~~PSY6143~~/CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders

2 hours. Comprehensive survey of major psychological and behavioral disorders as described in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5/ICD-10)*. Diagnosis, etiology and treatment are the major areas of study. Students acquire knowledge of the *DSM-5/ICD-10* classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. Included is an examination of psychobiology and psychopharmacology. Emphasis is placed on the spirituality of the client as a factor in beliefs, values and diagnosis. *Spring*

~~PSY~~ CED6152: Personality Disorders: Diagnosis and Treatment

2 hours. (Prerequisite: ~~PSY6143~~/CED6143) Focuses on diagnosis, etiology and treatment of the personality disorders as delineated in *DSM-5/ICD-10*.

A continuation of CED6143~~PSY6143~~: Psychopathology. *Fall*

~~PSY6412~~/ CED6412: Child and Adolescent Psychopathology

2 hours. Provides an overview of the etiology, diagnoses, and treatment of mental disorders in the childhood and adolescent years. Disorders specific to childhood and adolescence in the *DSM* are reviewed along with other disorders manifested in youth. Particular attention is given to developmental psychopathology. *Fall*

~~PSY~~ CED7162: Psychopharmacology for Therapists

2 hours. (Prerequisite: ~~PSY6143~~/CED6143) Designed to provide therapists with a basic understanding of classifications and characteristics of psychotropic medications and basic principles of pharmacodynamics and pharmacokinetics. Students will gain a working knowledge of medications most often used in conjunction with adult mental illness and typical child and adolescent disorders. Emphasis placed on understanding the effects of each medication and equipping therapists to educate clients on basic medication management. Information also provided regarding the effects of other typical medications on the mental health of clients. *Summer*

~~PSY~~ CED7822: Psychodynamic Theories and Counseling

2 hours. (Prerequisite: CED6622 and CED6133) Provides an opportunity to explore the contribution of psychoanalytic theory for the understanding of persons and the practice of counseling. Psychoanalytic traditions examined include classical drive theory, ego psychology, Interpersonal theory, object relations theory, and self-psychology. Special attention also given to the contributions of psychoanalytic theory to the understanding of character pathology and clinical diagnosis. *Spring*

#### Research Curriculum

~~PSY5062~~/CED5062: Introduction to Graduate Writing and Research Skills

2 hours. This course aims to provide a comprehensive overview of basic writing and research skills for graduate studies. Significant focus is placed on locating scholarly materials through online resources, analyzing professional writing, writing an academic paper, and understanding how to utilize APA format. For those students required to take this course, it will be used as an evaluation to determine their readiness for additional graduate coursework. *Fall, Spring*

~~PSY7713~~/CED7713: Methods of Research

3 hours. Students learn basic strategies for research in areas relevant to counseling. Students gain knowledge in various research designs, research procedures, basic statistical concepts, and how to access, read and evaluate research in the literature. The use of technology in conducting research and statistical analysis is presented. Includes information regarding community and program evaluation as methods to improve counseling. This course is a part of the Richmond Career Mapping Sequence. *Fall*

~~PSY~~ CED7761: Research Group I

1 hour. (Prerequisite: ~~PSY7713~~/CED7713 and permission of instructor) Students learn about a specific area of integration research while working on a research project with an instructor. May be taken twice. *Spring*

~~PSY~~ CED7771: Research Group II

1 hour. (Prerequisite: ~~PSY~~ CED7761 and permission of instructor)

A continuation of Research Group I provides students the opportunity to participate in advanced research with an instructor. May be taken twice. *Summer*

~~PSY~~ CED8711: Thesis I

1 hour. (Prerequisite: ~~PSY~~ CED7771) The student defines a research question(s) and/or project that is firmly embedded in the body of theory and empirical data accumulated in counseling, spirituality, theology, or closely related fields. The student presents a written proposal and other defined steps to all members of the thesis committee, as directed by the Thesis Advisor, for the committee's approval. The proposal should include the basic research question, concise review of the precedent literature, and design and methodology of the project. A thorough presentation of the relevant literature and an in-depth discussion of the results and findings of the project are required. Students will consult with Thesis Advisor and establish goals that must be achieved during the course. *Fall*

~~PSY~~ CED8721: Thesis II

1 hour. (Prerequisite: ~~PSY~~ CED8711) Students continue and complete the research project begun in Thesis I. The final project, the written thesis, is presented to the Thesis Committee for evaluation.

Students must adhere to Richmond requirements related to theses as described in the thesis guide. *Spring*

## Psychology and Theology Integration Curriculum

~~PSY~~ CED7272: Psychology of Religion and Spirituality *for Counselors*

2 hours. Provides an overview of the psychological aspects of religious belief and experience and examines their relevance in understanding and helping religiously committed clients in counseling.

## Changes Made to Page 63 of the Bible History and Theology Curriculum

### MIN6123: The Trinity: God Revealed as Father, Son, and Holy Spirit

3 hour. (~~Prerequisites: MIN5113 and MIN5123~~) “In the beginning, God.” This phrase not only describes the genesis of all things, but is the foundation of all authentic Christian faith and practice. “Theology proper” is our discipline of thought, “in Him we live, move and have our being” (Acts 17:28) is our ontological reality, and “whatever you do, do it all to the glory of God” (I Cor. 10:31) represents our purpose. Biblical, historic orthodox Christian conviction proclaims God as Holy Trinity. This course explores this core truth and its implications for Christians. *Spring*

## Changes Made to Page 64 of the Ministry Skills and Leadership Curriculum

### MIN5323: Interpersonal Skills: Pastoral Care

3 hours. (~~Prerequisite: MIN5313~~) An introduction to basic counseling methods with an emphasis on the helping skills of attending, responding, and personalizing as presented in the Carkhuff model. Empathy and self-awareness skills essential to the helping relationship are developed. Additionally, this course provides an introduction to pastoral counseling for addictions, marital distress, depression, anxiety, and divisive personalities counseling issues that are most commonly encountered in ministry—with an emphasis on spiritual transformation through the student’s effective servant leadership and pastoral care. *Spring*

### MIN5333: Practical Aspects of the Life of the Minister

3 hours. (~~Prerequisites: MIN5323 and MIN5313~~) Ministry is a unique calling and a high privilege. It can be thrilling, invigorating and rewarding as you sense God at work in and through you. But if we’re honest, much of ministry, as in life, is a walk of faith, requiring growth in leadership and continual self-management.

This course will focus on several practical aspects of the life of a minister that are critical to his or her effectiveness in life and ministry. *Summer*

### MIN6313: Ministry to Children and Families

3 hours. (~~Prerequisites: MIN5333, MIN5323, and MIN5313~~) This course will offer students the biblical, historical and theological foundations for ministry to children and families. Students will explore multiple models of ministry to children and families as well as the sociological trends affecting children and families in contemporary culture. As a result, students will be able to articulate their personal philosophy for ministry to children and families as reflected in a faithful pastoral response. *Fall*

### MIN6323: Communication in Ministry

3 hours. (~~Prerequisites: MIN6313, MIN5333, MIN5323, and MIN5313~~) This course aims to understand the importance of communication in Christian leadership. The good news of Jesus must be communicated. “Faith comes by hearing the message of Christ” (Romans 10:17). Students will learn how to prepare public presentations for preaching, teaching and training, explore the dynamics of effective communication and study creative methods of communication through technology and media resources. *Spring*

## Changes Made to Page 64 of the Spiritual Formation Curriculum

### Spiritual Formation Curriculum

#### MIN5213: Spiritual Formation: ~~I~~—The Dynamics of the Person and Kingdom of God

3 hours. This course is the first of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following three themes: 1) Spiritual formation into Christlikeness is God's intention for us—and it is possible and suited to human nature; 2) Living in the Kingdom of the Heavens here and now; and 3) Application of these understandings from Christ to the realities of the human self and of actual existence in our circumstances. These themes are explored and experienced in a growing community of learning, prayerfulness, and intentionality. *Fall*

#### MIN5223: Spiritual Formation: ~~II~~—Living in the Divine Conversation and Character

3 hours. (~~Prerequisite: MIN5213~~) This course is the second of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following three themes: 1) Learning how to hear God; 2) Christian spiritual disciplines-concept and history; and 3) Salvation Is a Life-with special emphasis given to the "Fruit of the Spirit" as foundation and framework of eternal living. These themes are to be explored and experienced in a growing community of learning, prayerfulness, and intentionality. *Spring*

#### MIN5231: Christian Spiritual Formation Retreat Seminar

1 hour. (~~Prerequisite: MIN5223 and MIN5213~~) This course is the third of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following four themes: 1) lectio divina as transforming prayer; 2) life as prayer; 3) the integration of prayer, leadership, and Christian community; 4) the integration of theology and biography in the student's life. Special emphasis will be given, across all four themes, to prayer as "our response to a divine invitation to encounter" (David Benner) and to learning by experiencing. These themes will be explored in a retreat setting and format with opportunities for Christian community woven throughout. *Graded Pass/Fail. Summer*

#### MIN6213: Christian Spiritual Formation: ~~III~~— Celebrating the Great Traditions of Christian Faith through Scripture, Literature, and Praxis

3 hours. (~~Prerequisites: MIN5223, MIN5231 and MIN5213~~) This course is the third of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following four themes: 1) Gaining an experiential understanding of the Six Great Traditions of Christian faith; 2) Coming to a deeper appreciation of the importance of classical devotional literature; 3) Learning to better experience God and His character in Scripture; 4) Developing a deeper appreciation of the Bible's presentation of 15 ways of "being with" God. These themes are to be explored and experienced in a growing community of learning, prayerfulness, and intentionality. *Fall*

#### MIN6223: Spiritual Formation: ~~IV~~— Living as an Apprentice to Jesus

3 hours. (~~Prerequisites: MIN6213, MIN5231, MIN5223, and MIN5213~~) This course is the fourth of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following three themes: 1) Being with God in Prayer; 2) Living as an Apprentice to Jesus; and 3) Spiritual Formation in all the Roles of our Life. These themes are to be explored and experienced in a growing community of learning, prayerfulness, and intentionality. *Spring*

## Changes Made to Page 69-70 of the Prerequisite section for the School of Ministry

### School of Ministry Prerequisite Guide for the 2014-2015 Graduate Catalog

Students are responsible to insure that all requirements for degrees are met in accordance with their degree catalog. For more information or questions regarding prerequisites for your degree program, please contact your academic advisor.

Spiritual Formation Curriculum	
Course Number and Title	Prerequisite(s)
MIN5213: Spiritual Formation I: Dynamics of the Person and the Kingdom of God	No Prerequisite
MIN5223: Spiritual Formation II: Living in the Divine Conversation and Character	MIN5213: Spiritual Formation I
MIN5231: Spiritual Formation Retreat Seminar: Theological and Self Understanding	MIN5213: Spiritual Formation I MIN5223: Spiritual Formation II <i>MIN5213: Spiritual Formation: Dynamics of the Person and the Kingdom of God</i> <i>OR</i> <i>MIN5223: Spiritual Formation: Living in the Divine Conversation and Character</i> <i>OR</i> <i>MIN6213: Spiritual Formation: Celebrating the Great Traditions of Christian Faith Through Scripture, Literature, and Praxis</i> <i>OR</i> <i>MIN6223: Spiritual Formation: Living as an Apprentice to Jesus</i>
MIN6213: Spiritual Formation III: Celebrating the Great Traditions of Christian Faith Through Scripture, Literature, and Praxis	MIN5213: Spiritual Formation I MIN5223: Spiritual Formation II
MIN6223: Spiritual Formation IV: Living as an Apprentice to Jesus	MIN5213: Spiritual Formation I MIN5223: Spiritual Formation II MIN5231: Spiritual Formation Retreat Seminar MIN6213: Spiritual Formation III
MIN6233: Culminating Project/Final Integrative Seminar	All coursework is required to be completed before taking this course.

Ministry Skills and Leadership	
Course Number and Title	Prerequisite(s)
MIN5313: Foundations of Authentic Leadership	No Prerequisite
MIN5323: Interpersonal Skills : Pastoral Care	MIN5313: Foundations of Authentic Leadership
MIN5333: Practical Aspects of the Life of the Minister	MIN5313: Foundations of Authentic Leadership MIN5323: Interpersonal Skills : Pastoral Care
MIN6313: Ministry to Children and Families	MIN5313: Foundations of Authentic Leadership MIN5323: Interpersonal Skills: Pastoral Care MIN5333: Practical Aspects of the Life of the Minister
MIN6323: Communication in Ministry	MIN5313: Foundations of Authentic Leadership MIN5323: Interpersonal Skills : Pastoral Care MIN5333: Practical Aspects of the Life of the Minister MIN6313: Ministry to Children and Families

Biblical History and Theology	
Course Number and Title	Prerequisite(s)
MIN5113: Hermeneutics and Exegesis	No Prerequisite
MIN5123: Historical Theology: The Great Questions Addressed by the Christian Faith	No Prerequisite
MIN5133: Church History: The Great Traditions of Christian Faith	No Prerequisite
MIN6113: Understanding the Bible through its Uniting Themes	MIN5113: Hermeneutics and Exegesis
<del>MIN6123: The Trinity: God Revealed as Father, Son, and Holy Spirit; God in the Midst of Thinking, Being and Doing</del>	<del>MIN5123: Historical Theology: The Great Questions Addressed by the Christian Faith</del>

Mentored Training	
Course Number and Title	Prerequisite(s)
MIN5411: Internship I - Mentored Growth and Development	<del>MIN5313: Foundations of Authentic Leadership</del>
MIN5420: Internship II - Mentored Growth and Development	<del>MIN5313: Foundations of Authentic Leadership</del> MIN5411: Internship I
MIN5431: Internship III- Mentored Growth and Development	<del>MIN5313: Foundations of Authentic Leadership</del> MIN5411: Internship I MIN5420: Internship II

## **Changes Made to Page 71 to the Board of Trustees Section**

### **BOARD OF TRUSTEES**

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**TALLEY CLOWER**

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**JANE HAMILTON STEWARD**

Atlanta, Georgia

~~**LAVINIA D. MYERS**~~

~~Alumni Advisory Council Chair Atlanta, Georgia~~

**JAN M. LINDER**

Atlanta, GA

## Changes Made to Pages 72 in the Administration and Staff Section

### ADMINISTRATION AND STAFF

**NEIL ANDERSON**

Facilities and Information Technologies Manager

**MARTHA BUSBY, M.A.**

Assistant to the Dean of Students

**NOVELL BLAIN, M.A.**

Senior Admissions Counselor

**DARWIN BLANDON**

Vice President of Information Technologies

**RONALD BUNGER, M.L.I.S.**

Associate Director of Libraries

**ANGIE CONROY**

Director of Chattanooga Bible Institute

**JENNIFER COOPER**

Assistant to the President

~~**LARRY CROW**~~

~~Accountant~~

**ADAM DARK**

Senior Admissions Counselor

**GEORGE DEMPSEY, M.A.**

~~Vice President for Advancement~~ *Associate Dean of the School of Ministry*

**JEFF ECKERT, PSY.D.**

Director of Henegar/CBI Counseling Center

## Changes Made to Pages 74-76 in the Schools of Counseling and Psychology Faculty Sections

### SCHOOLS OF COUNSELING AND PSYCHOLOGY

#### EMERITUS FACULTY

**DAVID G. BENNER, PH.D., C.PSYCH.**

*Distinguished Professor of Psychology and Spirituality. Post-graduate studies, Chicago Institute of Psychoanalysis; Ph.D., M.A., York University; C.Psych., College of Psychologists of Ontario; B.A., McMaster University.*

#### DISTINGUISHED FACULTY

**GARY R. COLLINS, PH.D.**

Distinguished Professor of Leadership and Coaching. Post-graduate training, University of London, Western Seminary; Ph.D., Purdue University; M.A., University of Toronto; B.A., McMaster University. Licensed Psychologist. Member: APA, CAPS.

#### ~~CORE~~ FULL-TIME INSTRUCTIONAL FACULTY

**AMANDA M. BLACKBURN, PSY.D**

Assistant Professor of Counseling and Dean of Students. Licensed Psychologist. Licensed Professional Counselor. Psy.D., M.A., Wheaton College; B.A., Asbury College. Specializations: women's development, grief, spiritual issues, adult and adolescent counseling, depression and anxiety. Member: APA, CAPS.

**KENY FELIX, PH.D.**

Dean, Schools of Counseling and Psychology, and Assistant Professor of Counseling. Licensed Mental Health Counselor, Florida Professional Educator's Certificate, Guidance and Counseling. Ph.D., Th.M., M.Div., New Orleans Baptist Theological Seminary; M.S.Ed., B.S., University of Miami. Member: ACA, ACES, AMCD.

**EVALIN RHODES HANSHEW, PH.D.**

Dean of Clinical Affairs and Professor of Counseling. Licensed Professional Counselor; Licensed Psychologist. National Certified Counselor. Approved Clinical Supervisor, Center for Credentialing Education (CCE). Ph.D., M.Ed., B.A., Georgia State University; Diploma in Christian Counseling, Psychological Studies Institute. Specializations: anxiety, mood, personality, and marital concerns. Member: ACA, APA, ACES, CAPS.

**MARY KEELEY PLISCO, PH.D.**

Assistant Professor of Counseling and Director of Institutional Effectiveness. Licensed Clinical Psychologist. Internship and postdoctoral work: Emory University. Ph.D., M.S., University of Florida; B.A., University of North Carolina at Chapel Hill. Specializations: anxiety, obsessive-compulsive disorder, mood disorders, disruptive behavior disorders; cognitive behavioral therapy, exposure with response prevention. Children, adolescents, and adults.

**TIMOTHY A. SISEMORE, PH.D.**

Professor of Counseling and Psychology; Director of Research. Licensed Psychologist. Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; M.S., B.S., University of Tennessee at Chattanooga. Research Interests: Outcomes of Christian-based psychotherapy; Impact of the grasp of grace by Christians on life and counseling; Using religion and spirituality positively in psychotherapy. Specializations: anxiety disorders and OCD; child psychotherapy. Member: ACA, APA, ASERVIC, CAPS, Anxiety Disorders Association of America, Association of Behavioral and Cognitive Therapies.

**LORRIE SLATER, LPC-MHSP, NCC**

*PhD Doctoral Candidate, Regent University; MA MFT Richmond University: B.A. Behavioral Sciences, Cedarville University. Adjunct Professor, Richmond University. Specializations: child and adolescent therapy, marriage and family therapy, women's issues, and coaching. Member: ACA, AACC, Chi Sigma Iota.*

**VANESSA SNYDER, PH.D.**

*Ph.D candidate, Regent University; M.A., Richmond Graduate University; B.A. Mass Communications, Oral Roberts*

*University. Licensed Professional Counselor and Marriage and Family Therapist. Practitioner at Bridgeway Counseling Group, LLC. Specializations: Christian sex therapy, trauma, complex trauma, and dissociative disorders. Member: AACC, AAMFT, ACA, ACES, APA, ISSTD, CAPS.*

**SONJA SUTHERLAND, PH.D.**

*Assistant Professor of Counseling. Licensed Professional Counselor, Certified Professional Counselor Supervisor. M.S. Georgia State University, B.S. New York University. Specializations: Child and adolescent counseling, marriage and family counseling, clinical supervision. Member: SACES, ACA, LPCAGA.*

**JAMA L. WHITE, PSY.D.**

Assistant Professor of Counseling and Director of Clinical Training. Licensed Psychologist. National Certified Counselor and Licensed Professional Counselor. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Psy.D., M.A., Rosemead Graduate School of Psychology, Biola University. B.S.N., East Tennessee State University. Specializations: women's issues, grief, health related issues, and spiritual concerns. Member: ACA, AACC, APA, ACES, CAPS, National Register of Health Service Providers in Psychology.

## CLINICAL FACULTY

**STEPHEN P. BRADSHAW, PH.D.**

Professor of Counseling. Licensed Psychologist. Professor of Psychology, William Jennings Bryan College. Ph.D., Counselor Education and Supervision, University of Tennessee; M.Ed., Georgia State University; B.A., William Jennings Bryan College. Specializations: individual marriage and family counseling, legal and ethical issues, and integration of psychology and theology. Member: ACA, AACC.

**JEFFERY S. ECKERT, PSY.D.**

Assistant Professor of Counseling. Director of Henegar/CBI Counseling Center. Licensed Psychologist and Licensed Clinical Social Worker. Psy.D., Wheaton College Graduate School; M.S.W., West Virginia University; B.A., Wheaton College. Specializations: men's issues, adolescent counseling, sexual addictions, and sexual orientation.

**MARTY GOEHRING, PH.D.**

Associate Professor of Counseling. Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; B.S., University of New Mexico. Licensed Psychologist. Director of Formation Counseling Services. Associate Pastor, Heights Cumberland Presbyterian Church. Specializations: anxiety disorders and spiritual formation in Christian counseling. Member: CAPS, APA.

**D. JASON HAYES, PSY.D.**

*Psy.D., James Madison University; M.A., Asbury Theological Seminary; B.A., Nyack College. Pastor, The Mudroom. Associate Pastor, Marietta Alliance Church. Official worker and licensed pastor of the Christian and Missionary Alliance, South Atlantic District. Specializations: counseling (skills, practice, and theory), human growth and development, and the integration of psychology and theology.*

**WILLIAM E. MCGEE, ED.D.**

Assistant Professor of Counseling. Licensed Psychologist. Certified Professional Counselor. Ed.D., M.A., B.S., University of Tennessee. Specializations: pediatric and developmental psychology, counseling with children and adolescents, psychological evaluation. Member: ACA, ACES, APA (Life Member), CAPS, TCA, TPA, CAPA, NAN, SCEH, ABFE, NASP, National Register (Psychology), CCGC.

**ERICA SKIDMORE, PSY.D.**

Assistant Professor of Counseling. Licensed Clinical Psychologist. Psy.D., Fuller Graduate School of Psychology, M.A., Fuller Theological Seminary, B.S., Cumberland University. Specializations: Child and adolescent counseling. Member: APA.

**M. GAYE STONE, PH.D.**

Assistant Professor of Counseling. Licensed Marital and Family Therapist and Clinical Member of AAMFT. Ph.D., University of Tennessee; M.S., University of Wisconsin-Whitewater; B.A., University of Florida. Specializations: adult counseling, women's issues, and marriage and family counseling. Member: ACA, CAPS, IAMFC, International Centre for Excellence in Emotionally Focused Therapy (ICEEFT).

**RYAN THOMPSON, PSY.D.**

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## EMERITUS FACULTY

### ~~DAVID G. BENNER, PH.D., C.PSYCH.~~

~~Distinguished Professor of Psychology and Spirituality. Post graduate studies, Chicago Institute of Psychoanalysis; Ph.D., M.A., York University; C.Psych., College of Psychologists of Ontario; B.A., McMaster University.~~

## ADJUNCT FACULTY

### **CHARLES D. ALLEN, PSY.D.**

Psy.D., Argosy University; M.A., Argosy University; M.A., Georgia State University; M.S. Psychological Studies Institute; B.A. Emory University; A.A. Oxford College. Post doctoral fellow. Specialization: child and adolescent therapy and psychological assessment. Member: APA.

### **STACI S. BOLTON, PSY.D.**

Psy.D., M.A., Georgia School of Professional Psychology at Argosy University; M.S., Psychological Studies Institute; B.A., Agnes Scott College and Furman University. Licensed Psychologist. Specializations: child/family counseling and psychological/psychoeducational assessment. Member: AACC, GPA,

### **DOROTHY BROCK, PH.D.**

Ph.D., CACREP Accredited, Georgia State University; M.Ed., CACREP Accredited, Georgia State University; B.S., Oral Roberts University. Associate Professor of Counseling Psychology, Toccoa Falls College. Licensed Psychologist. Specializations: adolescent and adult counseling, psychological assessment, and spiritual issues. Member: AACC, GPA.

### **LARRY CRABB, PH.D.**

Ph.D., University of Illinois; M.A., University of Illinois; B.S., Ursinus College. Spiritual Director for the American Association of Christian Counselors. Psychologist, conference and seminar speaker, Bible teacher, author of over 20 books, teacher of Spiritual Direction, leader in Spiritual Formation and founder/director of New Way Ministries. Distinguished Scholar in Residence, Colorado Christian University, 1996-present. Member: AACC.

### **WENDY D'ANDREA, PH.D.**

PhD, University of Michigan; BA, Oberlin College. Assistant Professor of Psychology (Clinical), The New School For Social Research, New York, NY. Specializations: Complex trauma, psychophysiology, and psychotherapy process. Member: APA Div. 56, ISTSS, SPR.

### ~~DAVID DEARDORFF, ED.D.~~

~~Ed.D., M.S., East Texas State University; Th.M., Dallas Theological Seminary; B.S., Philadelphia College of Bible. Licensed Professional Counselor. Faculty Emeritus, Department of Psychology, Tennessee Temple University. Specialization: pastoral counseling.~~

### **WENDY DICKINSON, PH.D.**

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### **WILLIAM DOVERSPIKE, PH.D.**

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### **JEFF DRYDEN, PH.D.**

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### **KEVIN J. EAMES, PH.D.**

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### **JON S. EBERT, PSY.D.**

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**JERRY A. GLADSON, PH.D.**

Ph.D., M.A., Vanderbilt University; B.A., Southern College. Senior Minister, Emeritus, at First Christian Church (Disciples of Christ), Marietta, GA, and Adjunct Professor at Columbia Theological Seminary, Decatur, GA. Member of the Society of Biblical Literature, the Catholic Biblical Association, and the Academy of Parish Clergy. Specializations: theodicy, the Megilloth and wisdom literature of the Old Testament.

**~~D. JASON HAYES, PSY.D.~~**

~~Psy.D., James Madison University; M.A., Asbury Theological Seminary; B.A., Nyack College. Pastor, The Mudroom. Associate Pastor, Marietta Alliance Church. Official worker and licensed pastor of the Christian and Missionary Alliance, South Atlantic District. Specializations: counseling (skills, practice, and theory), human growth and development, and the integration of psychology and theology.~~

**TEQUILLA HILL, PH.D.**

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**GREGORY MOFFATT, PH.D.**

Ph.D., M.A., Georgia State University. National Certified Counselor and Licensed Professional Counselor. Specialization: sexual abuse with children.

**JANA PRESSLEY, PSY.D.**

Psy.D, M.A., Wheaton College; B.A. Psychology, Lee University. Licensed Psychologist. Director of Clinical Training and Associate Professor of Psychology, Wheaton College. Specializations: child and adolescent therapy, marriage and family therapy, women's issues, and trauma and abuse issues. Member: APA, CAPS

**BRITTANY L. RADER, PH.D.**

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**DOUGLAS ROSENAU, ED.D.**

Licensed Psychologist and Director of Alliance for Change. Ed.D., M.S.Ed., Northern Illinois University; Th.M., Dallas Theological Seminary. National Certified Counselor; Certified Sex Therapist. Approved supervisor AAMFT. Specialization: sex therapy. Member: ACA, IAMFC.

**ANGELA D. SCHAFFNER, PH.D.**

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