

Grace College and Theological Seminary
2018-2019 Catalog



Introduction

Grace College and Theological Seminary is a private, not-for-profit Christian, liberal arts institution of higher education. It is an evangelical Christian community that offers students a unique experience characterized by educational excellence and Christian character development.

For undergraduate students, the Grace experience focuses on character development, competence in learning and doing, and service to God and others. For graduate students, the Grace experience extends that mission further into life-changing and spiritually transforming preparation for service through ministry, counseling, and professional careers.

Grace offers degree programs in a wide variety of fields through its six schools. These six schools are comprised of the following programs and departments, each of which is described in more detail in the catalog.

School of Arts and Sciences

- Department of Engineering
- Department of History and Political Science
- Department of Languages, Literature, and Communication
- Department of Science and Mathematics
- Department of Visual, Performing, and Media Arts
- Nursing Program (in collaboration with Bethel College)

School of Behavioral Sciences

- Department of Behavioral Science
- Graduate Department of Clinical Mental Health Counseling

School of Business

- Department of Business
- Department of Sport Management
- Master of Business Administration

School of Education

- Department Special Education
- Department of Secondary Education
- Department of Teacher Education

School of Ministry Studies

- Department of Biblical Studies
- Grace Theological Seminary
- M.A. in Ministry Studies

School of Professional and Online Education

- Grace Opportunities for Adult Learners Program (GOAL, adult degree completion – residential and online)
- Medical Device Quality Mangement Program (MDQM)
- Orthopaedic Regulatory and Clinical Affairs Program (ORCA)
- Weber School (regional education with locations in Indianapolis, Indiana and Detroit, Michigan)
- M.S. in Athletic Administration

M.S. in Higher Education
M.S. in Nonprofit Management
Henry and Frances Weber School

Academic programs are classified as undergraduate, graduate, or seminary programs, some of which may be delivered in part or fully online. Information and policies concerning these programs can be found in the appropriate school section of the catalog.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

About Grace College and Theological Seminary





200 Seminary Drive

Winona Lake, IN 46590

www.grace.edu

Establishment of Grace College and Seminary

Affiliated with the Fellowship of Grace Brethren Churches, Grace Theological Seminary was founded first, in 1937, and the college was established eleven years later in 1948. Coming from the Brethren tradition, the founders were shaped by a heritage that drew distinctive features from a variety of historic traditions. Influential among this group was Alva J. McClain, the institution's first president. These historic traditions included Pietism, a centuries-old movement of warm and experiential faith, as well as the Anabaptist and Calvinist branches of the Protestant Reformation. This heritage also included a commitment to remain free from worldly conformity yet relevant to the surrounding culture – a commitment that proved to be a challenging balancing act for the Brethren movement throughout the nineteenth and early twentieth centuries. As McClain, along with those around him, established the seminary and then the college, he sought to create an environment that was informed in meaningful ways by the eclectic heritage of the Brethren tradition while fashioning institutions that would thrive within American evangelicalism, which was, in the 1930s and 1940s, an increasingly robust and influential movement. This evangelical identity was enhanced by the location of the seminary and college in Winona Lake, Indiana, a resort community that had become a center for Progressive Era social and political activity and, by the 1920s, a well-known location for evangelical Bible conferences.

A Deep Experience of Community

Throughout the ensuing decades, the enrollment of Grace Theological Seminary and Grace College has grown exponentially and numerous buildings have been added on the 180-acre campus. The college and seminary have weathered storms and experienced periods of change as any institution does. But throughout its history, the institution has remained committed to its heritage, emphasizing biblical authority, a deep experience of community, living under the sovereignty of God and fostering experiential faith, even as it continues to offer an educational program that is rigorous, academically excellent, as well as practical. We are proud that the streams of our heritage flow back to the sixteenth and seventeenth century and we are also excited about the role Grace has played within American evangelicalism. Informed by our diverse heritage while committed to the values that unite us, we look to the future, offering quality undergraduate and graduate degree programs through six schools that constitute Grace College and Theological Seminary: The School of Arts and Sciences, the School of Behavioral Sciences, the School of Business, the School of Education, the School of Ministry Studies, and the School of Professional and Online Education.

Spiritual Development and Academic Excellence

Our story is one that recognizes that spiritual development and academic excellence go hand in hand. The faculty, staff, and entire Grace campus community contribute to an atmosphere where spiritual growth and scholarly inquiry are mutually enhancing for both undergraduates and graduate students.

Mission Statement

Grace College is an evangelical Christian community of higher education which applies biblical values in strengthening character, sharpening competence, and preparing for service. Grace Theological Seminary is a learning community dedicated to teaching, training, and transforming the whole person for local church and global ministry.

Accreditation and Affiliations

Grace College is accredited by the Higher Learning Commission and it is an active member of the Council of Independent Colleges, Council for Higher Education Accreditation, the National Association of Independent Colleges and Universities, the Independent Colleges and Universities of Indiana, and the Council for Christian Colleges and Universities. Several of its academic programs also have specialized accreditation (i.e., ATS, CACREP, and NCATE). For a listing of all its accreditations, affiliations, and authorizations, see the accreditations page of its [website](#). Specialized accreditations are also discussed in the discrete sections of the catalog of each accredited program (i.e., seminary, graduate counseling, business, teacher education).

PHILOSOPHY OF EDUCATION OF GRACE COLLEGE FACULTY

The following *Philosophy of Education* was adopted by the faculty of Grace College and Theological Seminary on April 7, 2010.

As faculty members at Grace and individuals who are committed to a life of worship and spiritual growth, we actively look for reflective and practical ways the Christian faith intersects with our disciplines.¹ The integration of faith and learning is based on the shared understanding that our faith "sacralizes" the pursuits of the Christian academician. That is, to the extent to which we do our work consciously as Christians, our professional lives become an offering of worship to God, and our faith "gives the questions we struggle with in our work and in our lives larger significance."² In other words, we are whole individuals and recognize the deficiency of a compartmentalized life.³ Based on this foundation, our faith informs our work and makes it distinctive.⁴ This distinctiveness may be further enhanced by the richness of our Grace Brethren heritage, which is rooted in the Pietist, Anabaptist, and Evangelical traditions, and we value the contributions these historical streams have to offer.⁵

As we strive for greater integration of faith and learning, our Christian faith prompts us to facilitate a rich sense of collegiality and community among faculty and students.⁶ This is

¹ See Richard T. Hughes, *How Christian Faith Can Sustain the Life of the Mind* (Grand Rapids: Eerdmans' Publishing Co., 2001) and Arthur F. Holmes, *The Idea of a Christian College* (Grand Rapids: Eerdmans, 1987). Holmes writes (46), "Integration should be seen not as an achievement or a position but as an intellectual activity that goes on as long as we keep learning anything at all."

² Robert Wuthnow, "Living the Question," in *Christianity in the Twenty-First Century: Reflections on the Challenges Ahead* (New York: Oxford Univ. Press, 1993) 211-112, quoted in George M. Marsden, *The Outrageous Idea of Christian Scholarship* (New York, Oxford Univ. Press, 1997) 65.

³ On living an integrated Christian life, see Grace Brethren author Kary Oberbrunner, *The Fine Line: Re-envisioning the Gap between Christ and Culture* (Zondervan, 2009).

⁴ For more on Christian distinctiveness, consult Marsden, *Outrageous Idea*, 68-70.

⁵ For examples of how others within the Anabaptist tradition have wrestled with the integration of faith and learning, see J. Denny Weaver, and Gerald Biesecker Mast, eds. *Teaching Peace: Nonviolence and the Liberal Arts* (San Antonio: Rowman and Littlefield Publishers, Inc., 2003) and David Weaver-Zercher, ed., *Minding the Church: Scholarship in the Anabaptist Tradition*.

⁶ On the important link between learning and Christian community, See Claudia Beversluis, "Community as Curriculum." *Council for Christian Colleges and Universities*. Online Resource Center

largely made possible through the fruit of the spirit. Humility prods us to consider our own biases and presuppositions. It calls us to listen to competing voices and perform our work in dialogue with colleagues and others within the broader discipline. Integrity requires that we accurately represent the views of others, resisting generalizations and caricatures. It also requires that we strive for Christian excellence in all that we do, maintaining the highest standards of professionalism. Love prompts us to encourage and challenge each other as faculty members while caring for and serving our students. In an atmosphere permeated by the fruit of the spirit, our community will be a grace-filled place for us and our students to think critically, ask questions, and wrestle with the challenges of our world.

God has called us to be a certain kind of people (BEING), for example, humane, communal, compassionate, redemptive, honest, just, hard working, etc. Further, God has called us to a life of learning and has invested us with the requisite skills and resources to learn (KNOWING), such as the mind and its cognitive capacities, the Scriptures, academic institutions, life experiences, peoples and nations, etc. Finally, God has asked us to convert our being and knowing into service to others (DOING) as a way of expressing our love for and service to him. Therefore, Grace College and Grace Theological Seminary and their faculties are committed to integrated learning as a necessary component for empowering people to create lives that are whole, full, balanced, and rewarding.⁷

There are a myriad of specific ways to accomplish the integration of faith and learning in our study and in our teaching. They will vary depending on the context and discipline, but will always move beyond mere indoctrination.⁸ At times, they may be of a reflective nature, having more to do with the questions that we ask and less about our conclusions. We might ask ourselves and our students, "How is the understanding that God created and sustains the world relevant to the material in question?" or "How does my belief in the fallen nature of human beings affect my world view?" or "How does the belief that all of humanity is loved and valued by God influence the way I consider those of other cultures?"⁹ Other times, the integration of faith and learning will be of a more applied nature.¹⁰ This will happen in many ways, not only in the classroom, but also as we mentor and advise students. We may prod ourselves and our students to consider ethical questions related to medical, scientific, or business practice. We may bring discussions of justice and caring for the oppressed into our

(<http://www.cccu.org/resourcecenter>). Consult as well, Holmes chapter seven, "College as Community" in, *Idea of a Christian College*, 77-85.

⁷ From, Forbes, *et. al.*, "Philosophy of Liberal Education," Appendix C.

⁸ According to Arthur Holmes (*Idea of a Christian College*, 46) "prepackaged answers" will never satisfy inquiring minds. "Students need rather to gain a realistic look at life and to discover for themselves the questions that confront us. They need to work their way painfully through the maze of alternative ideas and arguments while finding out how the Christian faith speaks to such matters. They need a teacher as a catalyst and guide, one who has struggled and is struggling with similar questions and knows some of the pertinent materials and procedures. They need to be exposed to the frontiers of learning where problems are still not fully formulated and knowledge is exploding, and where by the very nature of things indoctrination is impossible."

⁹ On the significance and usefulness of theological questions within the context of Christian higher education, see Denise Lardner Carmody, *Organizing a Christian Mind* (Valley Forge, PA, Trinity Press International, 1996).

¹⁰ George Marsden observes that faith can and should be integrated within even the most applied disciplines. He writes, "Even mathematicians or technical scientists will be able to point out some faith-related considerations that have relevance to the foundational questions affecting the frameworks of their disciplines or the application of their work. It simply does not follow that, because there is no special Christian view of photosynthesis, there is therefore not a Christian view of biology."

classrooms and offices. We will no doubt consider specific portions of the Bible. And we may engage students in questions concerning the most effective ways of ministering, expressing themselves artistically, or serving Christ in local industries or within a chosen field.¹¹

At Grace, we believe that an education that emphasizes the integration of faith and learning lays the foundation for and is in perfect concert with the institutional mission. Our mission statement reads: "Grace is an evangelical Christian community of higher education which applies biblical values in *strengthening character, sharpening competence, and preparing for service* [Emphasis added]. Our curriculum and delivery system are designed to achieve these goals.

Character is the sum of distinctive dispositions, traits, qualities, attributes, and behaviors that constitute the nature of an individual or community. People of good character are marked by a desire to be learners. The goal of a Grace College education is to create people of deeper substance who understand and desire the more noble and healthy values. They are able to make discriminating judgments between truth and error, merit and demerit, the substantial and superficial. They possess a developing sense of self and place in God's world and purpose. They are people who have maturing skills and a growing sense of confidence that they can contribute and make a positive difference. People of strong character appreciate (give place to) and engage (think through, even debate) the perennial and often controversial questions of life in a civil and reasonable way. People of character possess an elevated work ethic, care about workmanship, and are committed to a productive life, careful performance, and excellent products. As Christians, we best demonstrate this character when we live intentionally and consistently through our calling and profession of faith and biblical/theological commitments. Therefore, the undergraduate curriculum at Grace is designed to strengthen character.

Competence is the pursuit of proficiencies and credentials that enable one to be a contributing member of society. A competent person possesses the requisite capacities and skills essential to a personal, professional, and community life. A competent person increases knowledge bases and sharpens abilities and dispositions to put this knowledge to use in productive ways. A person who is competent is one who can gather data, think, discern, analyze, synthesize, and create solutions to problems. Such a person is one who suspends personal prejudices, who uses wise judgment, and who negotiates the world of ideas, grasps issues, wrestles with argumentation, interprets and traces implications, and makes connections to others and their ideas and expressions. A competent person is a literate person who is empowered to take in more and contribute more with his or her mind and life. A competent person is creative, enterprising, and confident -- one who exercises initiative, takes risks, exhibits leadership, and commands respect. A competent person is thoughtful, articulate, expressive, and able to communicate in knowledgeable and persuasive ways. Such a person is one whose curiosity is wide ranging and one who can conduct a substantive conversation on a variety of subject matters, someone who is interesting to be around. Therefore, the Grace undergraduate education is designed to produce people who are sharpening their competence as persons, Christians, citizens, and professionals.

¹¹ For some practical examples from several Grace faculty members, of the way faith and learning might be integrated within a variety of disciplines, see James E. Bowling and Joel B. Curry, *Values in a Christian Liberal Arts Education* (Winona Lake, BMH Books, 1992).

Service is a central imperative of the Christian faith. It is the natural outgrowth of loving and worshiping God. It is an outcome of a life well-lived. People of character serve competently. One ought to use one's personal and professional competencies to serve one another and the larger society, thus fulfilling one's service to God. Learning for the purpose of service is an act of stewardship and worship. Learning is a prerequisite that empowers service. A Grace education contributes to both the practical and moral dimensions of life. Practically, it empowers people to gain the proficiencies that make them marketable and employable. One's professional life produces the resources and contexts for service. However, this is not the total goal of education. Life is more than work for personal gain. The Grace education should inspire students to build lives and careers that will be turned toward advancing the cause of the One whom we ultimately serve. The mode of Christian servanthood can be expressed in several specific imperatives, each located somewhere in the curricular and co-curricular educational activities (*e.g.*, go make disciples, call God's people to a renewed vision and energy to serve Christ and his kingdom, defend and perpetuate the truth of God's revelation, work for the moral health of society, and pursue peace and justice in the world). The investment of our time, skills, intellect, and energies will leave an effect on our families, communities, work places, churches, the market place, and all of society. Therefore, at Grace, we have an education designed to foster service.¹²

In summary, as faculty, we strive to do our work as faithful worshippers of God, to embody the Fruit of the Spirit, and to prod ourselves and our students to reflect on the ways our respective disciplines¹³ intersect with the depths of the Christian faith. This is an issue of character that enhances competence and empowers us for service.

Values and Goals

Grace College aspires to be an exemplary, Christ-centered educational community characterized by innovation, affordability, and real-world preparation. Its institutional values and goals are articulated in its strategic plan on its [website](#).

Campus Life and Setting

Grace College is a pietistic, evangelical institution of the liberal arts that is committed to historic Christianity as expressed through the Charis Fellowship.

The college is committed to the view that all truth is God's truth and that a lifetime of studying the wonders of His creative handiwork is our privilege. Central to this commitment is the conviction that God has provided His authentic written revelation in the Bible, the Word of God. From this viewpoint the various disciplines and fields of study are experienced, explored, and applied.

All campus-based activities are aimed at developing character, competence, and service in students. The goal in Christian living and in Christian teaching is to make Christ preeminent in all things. Students learn to do this habitually by living, studying, working, and worshiping with others who share similar Christian ideals. The provisions and programs of the college, as well as its community lifestyle, are designed to encourage serious academic stimulation, wholesome recreation and relaxation, spiritual growth, and development in the social graces. Top compassion for the struggles of mankind.

Community Life and Biblical Philosophy

Members of the Grace College and Seminary (Grace Schools) community are committed to the mission of the institution and to living in a manner that brings glory to the name of our

¹² The definitions of Character, Competence, and Service are from: Forbes, *et. al.* Appendix C.

¹³ See James E. Bowling and Joel B. Curry.

Lord. To this end we agree to uphold the standards of the community as cited in this statement.

Since members of the Grace Schools community are also members of the broader community of the body of Jesus Christ, it is expected that everything we do will reflect our commitment, both to our Lord and to His body of believers. This commitment is to be demonstrated by faithful involvement in a local evangelical church, Christian loyalty to each other, and pursuit of the fruit of the Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Our beliefs on all topics are based on scripture (2 Timothy 3:16); therefore, the Word of God is the final authority on all matters of faith and conduct. Members of the Grace Schools community work hard to demonstrate Christ-like attitudes and actions appropriate for mature Christians in their personal lives and in the life of the community. In seeking to live out the fruit of the Spirit (Galatians 5:22-23) rather than deeds of the flesh (Galatians 5:19-21), items expressly forbidden in the Scripture are not acceptable for members of the Grace Schools community. Examples include pride, greed, lust, slander, drunkenness, profane language, premarital sex, adultery, homosexual behavior, and prejudice (1 Corinthians 6:9-11). We affirm the holy institution of marriage as being between one man and one woman, rooted as it is in God's creation of man and woman and in the relationship of Christ and his church.

Grace Schools values the worth and dignity of human life. Having been made in the image of God (Genesis 1:27), those who learn, live, and/or work at the institution are expected to respect and uphold life-affirming practices that distinguish our faith community from other institutions of higher education, particularly for those who are vulnerable members of society. Consistent with a resolution of the Fellowship of Grace Brethren Churches (1982, 1996), Grace Schools believes that human life is worthy of respect and protection at all stages from the time of conception. The sanctity of human life is established by creation (Genesis 1:26-27), social protection (Genesis 9:6) and redemption (John 3:16).

Although Scripture does not provide specific teaching regarding all social practices in a given cultural setting, it does speak to our Christian responsibility in areas of conduct that may be harmful or spiritually offensive to ourselves or to others. In keeping with its objectives to develop moral and spiritual leadership, Grace Schools expects members of the community to demonstrate restraint and discretion in entertainment choices, social activities, and personal habits (Galatians 5:13-23), including substances that may harm our physiological and psychological well-being. Without question, the Christian should act in ways that honor the body, which is the temple of the Holy Spirit (Romans 12:1), and God's standard of purity; are morally uplifting; and guide us to godliness through the use of spiritual disciplines including scripture reading, study, and application; prayer; worship; meditation; evangelism; serving; and stewardship.

All of us have sinned and fallen short of God's standards in one way or another (Romans 3:23), but if we ask for His forgiveness, His grace and mercy are extended to us (Ephesians

2:4-5). While recognizing the existence of temptation, sin, and lifestyles that are contrary to biblical truth, Grace Schools expects tangible evidence of life transformation, commitment to growth in Christ, and sound judgment based on biblical principles. Jesus was full of grace and truth (John 1:14) and, in striving toward His example, we seek as a spiritual community to demonstrate a balance of both.

As a community of believers, therefore, those at Grace Schools strive to carry out both individually and collectively the model for conflict management and resolution described in Romans. We make use of biblically-based practices such as arbitration, mediation, grace, restoration, forgiveness, and redemption to live at peace with each other (Romans 12: 16-21) and strive to resolve disagreements in private or within the Christian community using the biblical principles of 1 Corinthians 6:1-8, Matthew 5:23-34, and Matthew 18:15-20 as guidelines.

We acknowledge that God has placed institutions and individuals in positions of authority over Christians and our biblical response is one of submission (Romans 13:1-8). God and His word are our final authority and give us guidance in areas such as relationships, marriage, the church, human government, spiritual leaders, and employers. Our testimony in these matters of authority is powerful when our actions are based on biblical truth rather than individual gain. Our responsibility as citizens is submission, but we also have rights as citizens to protection; therefore, although there may be competing interests, we value the right to appeal decisions based on our biblically-informed conscience (Acts 5:29). Grace Schools, however, recognizes and supports only those individual and campus advocacy initiatives that are in alignment with biblical teaching as outlined in this Statement on Community Lifestyle Expectations and our Covenant of Faith.

Above all, we the members of the Grace Schools community are committed to accurately representing the Lord Jesus Christ on our campus, in our community, and to the ends of the earth.

Spiritual Life

Chapel services and assemblies on the Winona Lake campus involving the whole student body are conducted throughout the academic year. The chapel services feature speakers who are active in various Christian ministries around the world. Students are required to attend weekly chapel services on Tuesday, Thursday, and Friday.

Discipleship groups, known as Growth Groups, are organized and led by students and are held regularly in residence halls. Classes and formal activities at all locations are typically opened with prayer. On the Winona Lake campus one entire morning each semester is set aside for prayer and praise in which the student body, faculty, and staff participate.

The Town of Winona Lake and the adjoining city of Warsaw provide a number of fine Bible-teaching churches where Grace students are expected to find a local church home to attend and serve. Students at Grace's additional locations are also expected to actively participate in a local church. Each student is also encouraged to serve the local community in areas such as nursing homes, social

services, mentoring programs, campus evangelism, discipleship programs, local church ministries to children or youth, drama and music ministries.

Location, Facilities, and Housing

Main Campus:

200 Seminary Drive
Winona Lake, IN 46590
Phone 574-372-5100

Akron Campus:

754 Ghent Road
Akron, OH 44333
Phone 330-422-3150

Winona Lake Campus

The 180-acre Grace main campus is located in the Town of Winona Lake, near Warsaw, Indiana. The area is centrally located between Detroit, Indianapolis, and Chicago. Fort Wayne is 40 miles to the east and South Bend is 50 miles north. The many diversified industries of the area make it a fast-growing community and offer the working student suitable employment opportunities.

Students at Grace College may have a car on campus subject to the regulations indicated in the Student Handbook.

Nursing, health, and counseling services are available to students in the Winona Lake area. The Health and Counseling Center can also assist online students in identifying or locating health or counseling services in their location.

Wireless network is available campus wide.

Campus facilities include:

1. McClain Hall, houses the School of Professional and Online Education, academic administration and development offices, classrooms, Campus Safety, and an auditorium seating approximately 450.
2. East Hall, houses office, lab, and classroom space for the Department of Engineering.
3. Dr. Dane A. Miller Science Complex, housing the Department of Science and Mathematics and the Lilly Center for Lakes & Streams at Grace College contains offices, laboratories, classrooms, and a computer lab.
4. Mount Memorial Hall houses the School of Behavioral Sciences; School of Education; the Department of Visual, Performing and Media Arts; the art gallery, art studios and workrooms, photography studio and darkroom, ceramics studio, media arts computer lab, faculty offices, classrooms, the Visitor's Center, the campus post office, and the admissions offices.
5. Philathea Hall, houses the Department of History and Political Science; the Department of Languages, Literature, and Communication; the administrative offices for the School of Arts and Sciences; the Office of Information Technology; classrooms; the Little Theatre; and an extensive computer laboratory. *Jazzman's Coffee Shop* is also located in Philathea.
6. Gordon Student Recreation Center houses the Sport Management Department, the Exercise Science Program, the Nursing Program (in cooperation with Bethel College, and provides recreational facilities for the campus and community including playing courts, aerobic and weight rooms. It also houses faculty and staff offices, classrooms, the Exercise Science Lab, the

Nursing Lab and simulation rooms, the V.A. student center, the student health and counseling center, and marketing office.

7. Ronald and Barbara Manahan Orthopedic Capital Center is a 60,000 square-foot facility and the venue for intercollegiate basketball and volleyball. It houses the athletic administration and coaches' offices. It is the location for chapels and special events, and serves as a community meeting and exhibition center. It is home to the School of Business, classrooms, the Alumni Engagement Office, and the William P. Gordon Institute for Enterprise Development. There is also a permanent display in special recognition of the local orthopaedic businesses.
8. The Morgan Library – Learning Center, built in 1969, is a multilevel facility housing the library, learning center (Writing Lab, Disability Services, tutoring, and testing) and college and seminary archives designed to provide academic support services to the students, faculty, staff, and community of Grace College and Seminary.
9. Indiana Hall, a student service center/residence hall, provides student housing for more than 100 students and administrative offices for Student Affairs, student employment, Center for Career Connections, Global Initiatives, Grace Core, Chapel Office, Human Resources, Business Office, Financial Aid Office, and the Registrar.
10. William Male Center for Seminary and Graduate Studies houses the seminary, undergraduate Department of Biblical Studies, Korean Studies Program, the Graduate Department of Counseling, and Worship Arts Program as well as faculty offices and classrooms, performance areas, and studios spaces.

Among the benefits of Grace College are the campus activities and the experiences to be gained by living in the residence halls. The residence halls are not merely places to live but are living/learning centers. Since many of these benefits can be experienced only by residing on campus, single students under the age of 22 are required to live in housing provided by the college. For questions on exceptions to this requirement, contact the Student Affairs Office.

In addition to Indiana Hall, primary housing facilities on campus include:

1. Alpha Hall, housing 220 women, provides dining facilities for all resident students. The air-conditioned residence hall is arranged in suites, with two persons to a room and bathroom facilities for every two rooms. Alpha Dining Commons is located in Alpha Hall.
2. Beta Hall, which houses 100 men, is a three-story brick residence hall containing a large recreation room and laundry room on the lower level.
3. Westminster Hall, housing approximately 122 students, is a historic hotel renovated into a modern residence hall. It includes the Winona History Center museum featuring the Homer Rodeheaver and Billy Sunday collection, game room and lobby, commuter student lounge, large community meeting rooms, and alternative student dining options – SubConnection and the Mexican Grille.
4. Kent Hall, a 24-unit apartment-style residence hall for approximately 100 upperclassmen, features a full kitchen, two bedrooms, two baths, and a living/dining area.
5. Encompass, an 8-unit apartment-style residence hall for upper-class women, with a kitchen, two bedrooms, two baths, and a living/dining area in each apartment. Encompass also has a large community lounge.
6. The Lodge houses 70 males and females in separate two-story wings, each with community bathrooms and a living room. The center of the building features a two sided fireplace, two co-ed lounges, kitchenette, restroom, and beautiful views of the woods and wetlands to the east.

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7. Lancer Lofts, apartment style townhouses with 80-beds. A three-story brownstone building with brick façade, it features front and back porches, laundry on each floor, spacious kitchens and bathrooms, and an outdoor community space.
8. Omega Hall is Grace's newest residence hall for both freshmen and upperclassmen. Omega is a 172 bed, three-story hall with men on the south floors and women on the north floors. Between the two floors, co-ed community spaces feature lobbies, a great room with community kitchen, a theater room, and study spaces.
9. Kauffman Townhouse houses 30 male students and contains a shared living space complete with kitchenettes, dining space, living rooms, laundry and a large basement lobby. Each student may share a room with two to three others.
10. Gamma C is an apartment-style hall which houses a total of 16 men in its four apartments. This two-story building features a spacious yard and laundry facilities in the basement. Each apartment includes a living room, two bedrooms, one bathroom and a kitchenette with a microwave, sink, refrigerator, and cabinets. Note: Gamma C is currently closed for renovation.
11. Boyer Apartments has four units that house four male students each. The units include air conditioning, washer and dryer. A unique feature of this living option is its close proximity to the Miller Athletic Complex and backyard access to the Winona Lake Greenway trails

Additional housing is available for graduate and married students in one bedroom one bathroom apartments at Lamp Post Manor.

Extra-Curricular Activities on the Main Campus

There are several student organizations which provide students with an opportunity to enhance their college education. These organizations include professional, political, cultural, musical, athletic, and civic groups. Each organization is assigned a faculty advisor. All clubs must apply and receive yearly approval from Student Senate.

Campus life at Grace College is designed to encourage academic stimulation, wholesome recreation and relaxation, spiritual growth, and social development. Included in the social and cultural events of the school year are film programs, artist and lecture series, professional and student concert programs, and dramatic presentations. Formal banquets and various social and recreational activities during the school year make for a well-rounded calendar of events from which to choose.

ACADEMIC CLUBS

Accounting Club The purpose of this club is to provide students with the opportunity to learn about different types of accounting careers, talk with accounting professionals, and fellowship with other Grace accounting majors. Club meetings take place over dinner. All Grace students are invited to attend.

Alpha Chi Alpha Chi is a national honor society which promotes academic excellence and exemplary character. Each year Alpha Chi sponsors a service project on campus or in the community and encourages members to submit academic or research papers to a national scholarship competition. Membership is by invitation, and is limited to juniors and seniors who rank in the top 10% of their class.

Excellent Male Educators Needed (XMEN) is designed to help equip, empower, and encourage the next generation of male educators by promoting Christ-centered collaboration, relevant professional development, and meaningful acts of service.

Oikonomia Fellowship The purpose of the Oikonomia Fellowship is to encourage students toward vocational stewardship. This group will be open to any student interested in biblical stewardship and how that impacts their chosen profession and personal life as we serve God.
65 Sport Management Club

The Sport Management Club exists to enhance the educational experience for the students in the Sport Management Program through practical experiences and service opportunities on-campus and in the community. The Club strives to develop the qualities of character, competence, and service within its members.

Student Managed Investment Fund The purpose of the Student Managed Investment Fund is to prepare students for serving in business by practicing investment analysis and decision making using real investment funds. Club members will learn to analyze investments and determine appropriate courses of action depending upon marketing conditions, sharpening their competence in this field of study.

Women in Business The purpose of the Women in Business (WiB) club at Grace College is to have a forum where female students, faculty and business leaders can discuss personal and professional career growth through mentoring, education and community. Regular meetings are scheduled throughout the school year and all female business students are invited to attend.

ACADEMIC TEAMS

Forensics: This team participates in intercollegiate competitions and on-campus/community performances of debate, persuasion, informative speaking, oral interpretation, critical analysis, and similar events.

Mediation Team: This varsity academic team focuses on learning and practicing important mediation skills. Students will participate in regional and national mediation conferences and tournaments.

GRACE STUDENT ORGANIZATIONS (GSO)

Mosaic

Mosaic is a campus organization with a twofold purpose. First, it seeks to raise awareness and interest on Grace College campus for Global concerns and opportunities. Second, it seeks to generate conversation to promote cultural competency and engagement

Publications

This includes two student created pieces: Roots (magazine) and the Sounding Board (newspaper). The Roots magazine is printed twice a year. It strives to capture the essence of the semester, so that the memory of community is preserved. The Sounding Board newspaper is printed bi-weekly. It is professional in quality and encourages student expression. Journalism credit is available to those participants who desire it.

Senate

This is a representative body of student representation made up of appointed student organization leaders and elected representatives from each class. It is the primary forum for discussion of campus issues and student life. Senate is made up of a general assembly which is overseen by the student body president. Senate also handles Campus Safety citation appeals, administers funds for organizational use, approves clubs, and promotes campus traditions.

Serve

The purpose of serve is to transform God-given passions into a lifestyle of service. Serve is made up of student led ministry teams that give students a chance to live their faith out in a real and tangible way. We desire to broaden a student's involvement in ministry opportunities while not interfering with their active participation in a local body of believers. For a complete list of ministry opportunities, see the Student Life tab on the Grace Website.

Student Activities Board (SAB)

This branch of the student organizations coordinates social activities for the purpose of promoting community within the whole of Grace College. Participation is open to all students wanting to encourage, organize, and help with activities including Homecoming, banquets, and several other events throughout the year.

Grace Intramural Program (GIP)

Grace College also provides opportunity for athletic involvement for those students who do not compete in intercollegiate athletics. GIP strives to make intramurals available to all students, creating a wide variety of opportunities for participation sportsmanship is highly valued and expected at all events. Some seasons include: basketball, volleyball, soccer, flag football, and spikeball.

Music Opportunities 2018-2019

Grace College believes music is essential to life. It is also a key component to learning and appreciating the liberal arts experience. If you come to Grace College with an enthusiasm for the performing arts, we want you to know there a place for you to sing, play, perform, and praise! Check out the opportunities below and choose how you want to showcase your talents!

Students in the Lancer Chorus, String and Guitar Ensembles are touring in Europe this year.

Wind Ensemble - WMU 2101 Wind Ensemble (0 or 1 credit; 1 APL)

The wind ensemble is open to students and community members, performing publically throughout the year. The ensemble rehearses weekly and enjoys playing both popular and classical music selections. Contact the director for more information.
(music@grace.edu)

Guitar Ensemble - WMU 2103 Guitar Ensemble (0 or 1 credit; 1 APL) The guitar ensemble is open to students who want to explore playing chamber music on the nylon string guitar. Different styles, from baroque to jazz will be utilized. The group rehearses weekly and will perform throughout the year. Contact the director for more information. (music@grace.edu)

String Ensemble - WMU 2102 String Ensemble (0 or 1 credit; 1 APL) The string ensemble is open to students who enjoy playing chamber music from different periods including baroque, classical, and modern. They rehearse weekly and perform throughout the year. Contact the director for more information. (music@grace.edu)

Gospel Choir - WMU 2104 Gospel Choir (0 or 1 credit; 1 APL) The gospel choir is open to all students who enjoy singing a wide range of music from the African-American tradition, to music from Latin and Asian cultures, covering historic and contemporary styles. The choir meets weekly and performs throughout the school year. Contact the director for more information. (music@grace.edu)

Lancer Chorus - WMU 2100 Lancer Chorus (0 or 1 credit; 1 APL) The chorus is open to all students and community members who enjoy singing and performing choral music. Members will explore, rehearse, and perform varied types and styles of music. Performances will include on-campus concerts as well as opportunities in the community. Contact the director for more information. (music@grace.edu)

Private lessons: Grace offers private instruction for guitar, vocal, piano, percussion, and violin. Students interested in private lessons can contact music@grace.edu, for information on instructors and fees.

Musicals: Musicals and student-led dramatic productions offered through the theatre department are opportunities for actors/actresses, vocalists and musicians to perform. The small, intimate setting of the Little Theatre and the larger venue, Winona Heritage Room, accommodate both small and large casts. Contact professor Mike Yocum for more information. (yocumml@grace.edu)

Chapel Worship and Traveling Teams: Grace College chapels and special events are led musically by multiple worship teams. Interested musicians audition for the teams in early fall and serve on a rotating basis. Other opportunities include student worship leader, team musician for residence hall worship nights or Serve ministry teams. Email (music@grace.edu) for more information

Lancer Pep Band: Come support Grace College athletic teams with music! The Pep Band rehearses pre-game and performs at most men and women's basketball games. Contact the director for more information. (music@grace.edu)

OTHER OPPORTUNITIES

Athletics

The Grace College Athletic Department exists for the purpose of glorifying God by helping make disciples of Jesus Christ, developing competent athletic teams, and sharing the Gospel message with the sport culture. Men can compete in baseball, basketball, cross country, golf, soccer, softball, tennis, and track. Women have opportunities to compete in basketball, cross country, soccer, softball, tennis, track, and volleyball. Grace College is dual affiliated with the NAIA and the NCAA with all teams competing for championships in the Mid-Central Conference.

Cheer Team

The Grace College cheer team is under the direction of the Athletic Department. It is a co-ed squad consisting of 16 – 20 members. Tryouts are held in early fall.

Mount Memorial Art Gallery

Located on the main floor of Mount Memorial Hall, the MMAG features a different exhibit each month of the school year displaying work of regional artists, students, and faculty. Gallery hours are 9 a.m.–5 p.m. weekdays and select evenings; admission is free. Schedules of exhibits and receptions are available from the Art Department.

Women's Ministries

Women's Ministries exists to refresh and encourage female students and employees through a variety of opportunities, including a mentoring program and "An Evening with Women's Ministries" special events. The ministry, based on 2 Corinthians 2:14, desires to exhibit qualities of "women who manifest the fragrance of the knowledge of Him."

Academic Policies

Academic related policies and procedures such as course registration and withdrawal, academic status, advising, appeals, credit hours, grading, and graduation are available in the *Academic Policies Manual* on the [Registrar's](#) page of the institution's website. Credentials awarded and program-specific graduation requirements are described in each program's catalog section.

Academic Terms and Calendars

Grace College operates on a semester (or term) basis in which one or more sessions occur within each semester or term. Traditional, on-campus undergraduate, graduate, and seminary programs are typically comprised of 8-week sessions.

Summer sessions for traditional residential students are comprised of one 8-week session and one concurrent 12-week session. Summer sessions are usually comprised of online courses. Graduate and seminary courses are offered in 8-week sessions during the summer.

Online programs in the School of Professional and Online Education are typically 4, 5- or 8-week sessions.

Courses in adult-degree completion programs are generally offered in 5-week sessions year round. These may be offered on campus or online. Courses in the Medical Device Quality Management and the Orthopaedic Regulatory and Clinical Affairs programs are offered monthly, year-round.

The institution's calendar is available on its [website](#) and can be selected by program. Students in online programs may also contact their program director or the School of Professional and Online Education to discuss calendars and sessions that may be unique to their chosen program.

Admission Policies

Prospective students may contact the [Admissions Office](#) for information such as applications, admission requirements, advanced college credit, transferring, and international student applications.

Assessment and Evaluation

Academic progress and evaluation of student achievement in traditional and non-traditional programs are defined by individual programs within their course syllabi and program catalogs or handbooks. Evaluation of students may include, but is not limited to testing, quizzes, projects, presentations, applied learning, online or other discussion groups, papers, reports, or other program specific methods such as site supervisor evaluations, portfolios, candidacy, or national exams. Methods of student evaluation may be determined by contacting the program director, chair, or school dean, or by referring to the program's course syllabi for details.

Business Office Policies

The [Business Office](#) provides information regarding college expenses and annual costs, terms of payment and payment options, responsibility for payments, tuition refunds, appeal of refunds, and deposits. The policies are available on the institution's website.

Career Services

The [Center for Career Connections in Indiana Hall](#) provides an array of career-readiness information for students related to aptitudes, strengths, job seeking, internships, and employment opportunities.

Academic Services

The Library-Learning Center is the home for quality learning assistance such as tutoring, writing assistance, disability services, and student accountability. The Learning Center provides a variety of places for group and individual study, research and study assistance, tutoring and instruction. There are a variety of seating options (desks, comfortable overstuffed chairs, and high top tables and chairs) as well as computers and printers, both grayscale and color, for research and homework assignments. Librarians, professional staff and tutors are available to assist students with their academic needs at their point of need and in select classes. For academic assistance, tutoring, resources, and support with writing, studying, accountability, disability services, language or other needs affecting learning, students may contact the [Learning Center](#) in Morgan Library.

The [Morgan Library](#) not only offers a wide selection of books and periodicals specifically selected to support the Grace curriculum, but the librarians also provide research assistance in person, by phone and by email. Resources not available in the library or through the website may be accessed through the interlibrary loan service. The library provides access to more than 200,000 items including books, e-books, reference materials, e-journals, microfilm/fiche, and audiovisual materials. It also subscribes to hundreds of periodicals in print and more than 59,000 in electronic format through more than 60 research databases. The library catalog and research database are available on any networked computer. The Archives and Special collections include the papers of William A. "Billy" Sunday, Grace College and Seminary archives, Winona Lake Bible Conference archives and the archives of several Grace Brethren agencies.

Curriculum

The description and curriculum outline of each program as well as course descriptions, credits, pre-requisites, and program completion requirements are explained in each program's discrete section of the catalog.

Financial Aid Policies

Students interested in further information about the financial aid application process, financial aid award notices, financial aid eligibility and appeals, and satisfactory academic progress should reference the [Office of Financial Aid](#) page of the institution's website.

Student Services

The Office of Student Affairs exists to provide quality programs and services that promote student learning and engagement in personal transformation, healthy community, whole-life worship, and intentional service. Prospective students may contact the Office of Student Affairs and current students may access the campus portal for information and policies about housing and [living](#) on the main campus. The Office of Student Affairs also provides information about student conduct procedures (suspension and discipline) and attendance policies. Procedures for complaints and grievances are available on the institution's [website](#). Students enrolled in online programs are referred to their respective program catalogs or the School of Professional and Online Education for policies related to online programs.

Campus Bookstore

The Grace College Bookstore is family operated by [Tree of Life](#), Inc. Tree of Life adheres closely to its mission of providing goods and services at the lowest possible prices consistent with sound business policy. The store is located in the lobby of the Gordon Recreation Center and carries all of your Grace College spirit gear, decals, and accessories. It stocks a large range of items that will appeal to students, parents, visitors and alumni. Students can use their flex dollars from their meal plan at the Campus Store.

Faculty/Administration Directory

Board of Trustees

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Matt Abernethy	California	Businessman
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Phyllis Marwah	Hong Kong	Businesswoman

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John McIntosh	California	Pastor
Mark Miller	Michigan	Attorney
Loren Neuenschwander	Minnesota	Businessman
Daniel Renner, Vice Chair	Ohio	Businessman
Daniel Sandoval	Indiana	Businessman
Scott Silveus	Indiana	Businessman
John F. Smith	Pennsylvania	Pastor
Letitia Williams	Michigan	Businesswoman
Janine Zeltwanger	Indiana	Businesswoman

Senior Administration

Katip, William J., Ph.D.

President

Associate Professor of Psychology

B.A. in Bible and Psychology, Grace College; M.S. in Clinical Psychology, Purdue University; Ph.D. in Higher Education Administration, Michigan State University

Blair, Paul G., M.B.A.

Vice President of Financial Affairs

Chief Financial Officer

B.S. in Accounting and Computer Management, Eastern Illinois University; M.B.A., Eastern Illinois University

Crabtree, Aaron T., M.A.

Dean of Student Affairs

B.S. in Communication and Biblical Studies, Grace College; M.A. in Global Leadership, Fuller Theological Seminary

Flamm, Andrew R., M.A.

Vice President of Advancement

B.A. in Comprehensive Communications, Cedarville University; M.A. in Organizational Communication and Leadership, Gonzaga University

Lillis, John R., Ph.D.

Provost

Professor of Educational Leadership

B.S. in Physics, University of Kentucky; M.S. in Nuclear Engineering, Air Force Institute of Technology; M.R.E. in Missiology and M.Div. in Pastoral Studies, Grand Rapids Baptist Seminary; Ph.D. in Adult and Continuing Education, Michigan State University

Manahan, Ronald E., Th.D.

Senior Advisor to the President

Professor of Biblical Studies

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Diploma in Pastoral Studies, Grand Rapids School of the Bible and Music; B.A. in Religion, Shelton College; M.Div., Grace Theological Seminary; Th.M. in Old Testament and Hebrew, Grace Theological Seminary; Th.D. in Old Testament and Hebrew, Grace Theological Seminary

Yocum, Carrie A., Ph.D.

Chief of Staff, Vice President of Administration and Compliance
Professor of Social Work

B.S. in Social Work, Manchester College; M.S.W., Andrews University; Ph.D. in Leadership, Andrews University

Emeritus Faculty and Administration

Coverstone, Jean L., M.A.
Professor Emeritus

Davis, John J., Th.D., D.D.
President and Professor Emeritus

DeYoung, Donald B., Ph.D.
Professor Emeritus

Dilling, Richard A., Ph.D.
Professor Emeritus

Felts, Verna M., M.M.
Professor Emeritus

Gordon, William P.
Professor Emeritus

Grill, E. Michael, Ed.D.
Professor Emeritus (posthumous)

Henry, Ronald O., M.Div., M.A.
Dean of Admissions Emeritus.

Jeffreys, Richard E.
Professor Emeritus (posthumous)

Kent, Homer A., Jr., Th.D.
President and Professor Emeritus

Lee, Marcia V., D.V.M.
Professor Emeritus

Lovelady, Edgar J., Ph.D.
Professor Emeritus

Snider, R. Wayne, Th.M.
Professor Emeritus

FACULTY

Arney, Kelly L., M.S.
Instructor of Criminal Justice

B.S. in Criminal Justice, Ferris State University; M.S. in Criminal Justice Administration, Ferris State University

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B.S. in Business Administration, University of Dayton; M.B.A., University of Dayton; D.M. in Community College Policy and Administration, University of Maryland.

Bosch, Nathan S., Ph.D.
Professor of Environmental Science
Director, Environmental Science Program
Director, Lilly Center for Lakes & Streams

B.A. in Biology and Chemistry, Trinity Christian College; Ph.D. in Resource Ecology and Management-Aquatics, University of Michigan

Brath, Walter J., D.W.S.
Assistant Professor of Worship Arts
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B.M. Piano Performance, University of Cincinnati Conservatory of Music; M.A. Ethnomusicology, Liberty University.

Bremer, Cheryl L., Ed.D.
Professor of Education
Chair, Special Education Department

B.S. Music Education, Grace College; B.S. Applied Music, Oboe Performance, Grace College & Seminary; M.A. in Special Education, Indiana University; Ed.D. in Special Education, Regent University

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2007. B.A. in Education, Physical Education, Anderson University; M.A. in Sports Administration, Ball State University

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Burkholder, Jared S., Ph.D.

Professor of American and World History

Chair, Department of History and Political Science

B.A. in Humanities, Columbia International University; M.A. in Church History, Trinity Evangelical Divinity School; Ph.D. in Religious Studies (Historical Division) University of Iowa

Cardoza, Frederick II, Ph.D.

Dean of the School of Ministry

Professor of Christian Ministry & Leadership

B.A. in Church Ministries, Liberty University; M.A. in Christian Education, Southeastern Baptist Theological Seminary; Ph.D. in Leadership, Southern Baptist Theological Seminary

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B.S. in Communication and Biblical Studies, Grace College; M.A. in Global Leadership, Fuller Theological Seminary

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ADN from Southwestern Michigan College, BSN, Indiana University in South Bend; MSN, Valparaiso University

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Chair, Department of Languages, Literature, and Communication

Director, Office of Faith, Learning and Scholarship

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Schram, Jacqueline S., M.A.

Dean of Grace Core and Global Initiatives

Associate Professor of Modern Languages

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Scott, Tyler D., Ph.D.

Assistant Professor of Physics

B.A. in Physics, Bob Jones University; M.S. in Physics, Clemson University; Ph.D. in Engineering and Science Education, Clemson University

Sisson, Cynthia N., M.A.

Vice President of Enrollment Management

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Snyder, Chad A., Ph.D.

Professor of Chemistry

Chair, Department of Science and Mathematics

Director of Chemical Research

B.S. in Science, Kentucky Wesleyan College; M.S. Analytical Chemistry, Western Kentucky University; Ph.D. Organometallic Chemistry, University of Kentucky

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Professor of Accounting and Finance

B.A. in Business, Goshen College; M.B.A., Indiana University, South Bend; C.P.A.; D.B.A., Anderson University

Walters, Christina L., M.S.

Instructor of Exercise Science

B.S. in Athletic Training, Indiana Wesleyan University; M.S. in Athletic Training, Ohio University

Wentorf, Fred A., Ph.D.

Assistant Professor of Engineering

Chair, Department of Engineering

B.A. in Physics, Goshen College; B.S. in Biomedical Engineering, Case Western Reserve University; M.S. in Biomedical Engineering, Case Western Reserve University; Ph.D. in Biomedical Engineering, University of Minnesota

Wildman, Ashley J., Ph.D.

Assistant Professor of Graduate Counseling

B.A. in English Literature, Denison University; M.A. in Counseling, Nyack College; Ph.D. in Counselor Education and Supervision, Western Michigan University

Wooley, Lisa M., Psy.D., HSPP

Assistant Professor of Behavioral Science

B.A. in Psychology, University of Michigan; M.S. in Clinical Psychology, Baylor University; Psy.D., Baylor University

Yocum, Carrie A., Ph.D.
Vice President of Administration and Compliance
Professor of Social Work

B.S. in Social Work, Manchester College; M.S.W., Andrews University; Ph.D. in Leadership, Andrews University

Yocum, Michael L., M.A.
Associate Professor of Communication
Director, Theatre Program

B.S. in Speech and Business, Grace College; M.A. in Communication, Ball State University

Ziebarth, Tim J., M.B.A.
Executive Dean
School of Professional and Online Education

B.S. in Business Administration and Psychology, Grace College; M.A. in Adult and Community Education, Ball State University; M.B.A., Grace College

Covenant of Faith

As stated under paragraph VI of the original charter, it is one of the essential purposes of Grace to carry on the educational activities of this corporation in complete harmony with the articles of the following Covenant of Faith, which cannot be changed or diminished, and to which each member of the faculty and board of trustees is required to subscribe annually in writing.

1. We believe in THE HOLY SCRIPTURES: accepting fully the writings of the Old and New Testaments as the very Word of God, verbally inspired in all parts and therefore wholly without error as originally given of God, altogether sufficient in themselves as our only infallible rule of faith and practice (Matt. 5:18; John 10:35, 16:13, 17:17; 2 Tim. 3:16; 2 Peter 1:21).

2. We believe in THE ONE TRIUNE GOD: who is personal, spirit, and sovereign (Mark 12:29; John 4:24, 14:9; Ps. 135:6); perfect, infinite, and eternal in His being, holiness, love, wisdom, and power (Ps. 18:30, 147:5; Deut. 33:27); absolutely separate and above the world as its Creator; yet everywhere present in the world as the Upholder of all things (Gen. 1:1; Ps. 104); self-existent and self-revealing in three distinct Persons—the Father, the Son, and the Holy Spirit (John 5:26; Matt. 28:19; 2 Cor. 13:14), each of whom is to be honored and worshiped equally as true God (John 5:23; Acts 5:3-4).

3. We believe in THE LORD JESUS CHRIST: who is the second Person of the triune God, the eternal Word and only begotten Son, our great God and Savior (John 1:1, 3:16; Titus 2:13; Rom. 9:5); that, without any essential change in His divine Person (Heb.13:8), He became man by the miracle of virgin birth (John 1:14; Matt. 1:23), thus to continue forever as both true God Man, one Person with two natures (Col. 2:9; Rev. 22:16); that as man, He was in all points tempted like as we are, yet without sin (Heb. 4:15; John 8:46); that as the perfect Lamb of God He gave Himself in death upon the cross bearing the sin of the world, and suffering its full penalty of divine wrath in our stead (Isa. 53:5-6; Matt. 20:28; Gal. 3:13; John 1:29); that He arose again from the dead and was glorified in the same body in which He suffered and died (Luke 24:36-43; John 20:25-28); that as our great High Priest He ascended into heaven, there to appear before the face of God as our Advocate and Intercessor (Heb. 4:14, 9:24; 1 John 2:1).

4. We believe in THE HOLY SPIRIT: who is the third Person of the triune God (Matt. 28:19; Acts 5:3-4), the divine Agent in nature, revelation, and redemption (Gen. 1:2; Ps. 104:30; 1 Cor. 2:10; 2 Cor. 3:18); that He convicts the world of sin (John 16:8-11), regenerates those who believe (John 3:5), and indwells, baptizes, seals, empowers, guides, teaches, and sanctifies all who become children of God through Christ

(1 Cor. 6:19, 12:13; Eph. 4:30, 3:16; Rom 8:14; John 14:26; 1 Cor. 6:11).

5. We believe in THE CREATION AND FALL OF MAN: that he was the direct creation of God, spirit and soul and body, not in any sense the product of an animal ancestry, but made in the divine image (Gen. 1:26-29, 2:7 and 18-24; Matt. 19:4; 1 Thess. 5:23); that by personal disobedience to the revealed will of God, man became a sinful creature and the progenitor of a fallen race (Gen. 3:1-24, 5:3), who are universally sinful in both nature and practice (Eph. 2:3; Rom. 3:23, 5:12), alienated from the life and family of God (Eph. 4:18; John 8:42-44), under the righteous judgment and wrath of God (Rom. 1:18, 3:19), and have within themselves no possible means of recovery or salvation (Mark 7:21-23; Matt. 19:26; Rom 7:18).

6. We believe in SALVATION BY GRACE THROUGH FAITH: that salvation is the free gift of God (Rom. 3:24, 6:23), neither merited nor secured in part or in whole by any virtue or work of man (Titus 3:5; Rom. 4:4-5, 11:16), but received only by personal faith in the Lord Jesus Christ (John 3:16, 6:28-29; Acts 16:30-31; Eph. 2:8-9), in Whom all true believers have as a present possession the gift of eternal life, a perfect righteousness, sonship in the family of God, deliverance and security from all condemnation, every spiritual resource needed for life and godliness, and the divine guarantee that they shall never perish (1 John 5:13; Rom. 3:22; Gal. 3:26; John 5:24; Eph. 1:3; 2 Peter 1:3; John 10:27-30); that this salvation includes the whole man, spirit and soul and body (1 Thess. 5:23-24); and apart from Christ there is no possible salvation (John 14:6; Acts 4:12).

7. We believe in RIGHTEOUS LIVING AND GOOD WORKS: not as the procuring cause of salvation in any sense, but as its proper evidence and fruit (1 John 3:9-11, 4:19, 5:4; Eph. 2:8-10; Titus 2:14; Matt. 7:16-18; 1 Cor. 15:10); and therefore as Christians we should keep the Word of our Lord (John 14:23), seek the things which are above (Col. 3:1), walk as He walked (1 John 2:6), be careful to maintain good works (Titus 3:8), and especially accept as our solemn responsibility the duty and privilege of bearing the Gospel to a lost world in order that we may bear much fruit (Acts 1:8; 2 Cor. 5:19; John 14:16); remembering that a victorious and fruitful Christian life is possible only for those who learned they are not under law but under grace (Rom. 6:14), and who in gratitude for the infinite and undeserved mercies of God have presented themselves wholly to Him for His service (Rom. 12:1-2).

8. We believe in THE EXISTENCE OF SATAN: who originally was created a holy and perfect being, but through pride and unlawful ambition rebelled against God (Ezek. 18:13-17; Isa. 14:13-14; 1 Tim. 3:7); thus becoming utterly depraved in character (John 8:44), the great adversary of God and His people (Matt. 4:1-11; Rev. 12:10), leader of all other evil angels and spirits (Matt. 12:24-26, 25:41), the deceiver and god of this present world (Rev. 12:9; 2 Cor. 4:4); that his powers are supernaturally great, but strictly limited by the permissive will of God, who overrules all his wicked devices for good (Job 1:1-22; Luke 22:31-32); that he was defeated and judged at the cross, and therefore his final doom is certain (John 12:31-32, 16:11; Rev. 20:10); that we are able to resist and overcome him only in the armor of God and by the blood of the Lamb (Eph. 6:12-18; Rev. 12:11).

9. We believe in THE SECOND COMING OF CHRIST: that His return from heaven will be personal, visible, and the glorious blessed hope for which we should constantly watch and pray, the time being unrevealed but always imminent (Acts 1:11; Rev. 1:7; Mark 13:33-37; Titus 2:11-13; Rev. 22:20); that when He comes He will first by resurrection and translation remove from the earth His waiting church (1 Thess. 4:16-18), then pour out the righteous judgments of God upon the unbelieving world (Rev. 6:1-18:24), afterward descend with His church and establish His glorious and literal kingdom over all the

nations for a thousand years (Rev. 19:1–20:6; Matt. 13:41–43), at the close of which He will rise and judge the unsaved dead (Rev. 20:11–15), and finally as the Son of David deliver up His messianic kingdom to God the Father (1 Cor. 15:24–28), in order that as the eternal Son He may reign forever with the Father in the new heaven and the new earth (Luke 1:32–33; Rev. 21:1–22:6).

10. We believe in FUTURE LIFE, BODILY RESURRECTION, AND ETERNAL JUDGMENT: that the spirits of the saved at death go immediately to be with Christ in heaven (Phil. 1:21–23; 2 Cor. 5:8), where they abide in joyful fellowship with Him until His second coming, when their bodies shall be raised from the grave and changed into the likeness of His own glorious body (Phil. 3:20–21; 2 Cor. 5:8), 1 John 3:2), at which time their works shall be brought before the judgment seat of Christ for the determination of rewards, a judgment which may issue in the loss of rewards, but not in the loss of the soul (1 Cor. 3:8–15); that the spirits of the unsaved at death descend immediately into Hades where they are kept under punishment until the final day of judgment (Luke 16:19–31; 2 Peter 2:9 ASV), at which time their bodies shall be raised from the grave, they shall be judged according to their works, and cast into the place of final and everlasting punishment (Rev. 20:11–15, 21:8; Mark 9:43–48; Jude 13).

11. We believe in THE ONE TRUE CHURCH: the mystical body and bride of the Lord Jesus (Eph. 4:4; 5:25–32), which He began to build on the day of Pentecost (Matt. 16:18; Acts 2:47), and will complete at His second coming (1 Thess. 4:16–17); and into which all true believers of the present age are baptized immediately by the Holy Spirit (1 Cor. 12:12–13 with 1:2); that all the various members of this one spiritual body should assemble themselves together in local churches for worship, prayer, fellowship, teaching, united testimony; and the observance of the ordinances of our Lord (Heb. 10:25; Acts 2:41–47), among which are the following: the baptism of believers by triune immersion (Matt. 28:20), the laying on of hands (1 Tim. 4:14; 2 Tim. 1:6), the washing of the saints' feet (John 13:1–17), the Lord's Supper or love feast (1 Cor. 11:17–22; Jude 12 ASV), the communion of the bread and cup (1 Cor. 11:23–24), and prayer and anointing for the sick (James 5:13–18).

12. We believe in SEPARATION FROM THE WORLD: that since our Christian citizenship is in heaven, as the children of God we should walk in separation from this present world, having no fellowship with its evil ways (Phil. 3:20 ASV; 2 Cor. 6:14–18; Rom. 12:2; Eph. 5:11), abstaining from all worldly amusements and unclean habits which defile mind and body (Luke 8:14; 1 Thess. 5:22; 1 Tim. 5:6; 1 Peter 2:11; Eph. 5:3–11, 18; Col. 3:17; 1 Cor. 6:19–20), from the sin of divorce and remarriage as forbidden by our Lord (Matt. 19:9), from the swearing of any oath (James 5:12), from the use of unbelieving courts for the settlements of disputes between Christians (1 Cor. 6:1–9), and from taking personal vengeance in carnal strife (Rom. 12:18–21; 2 Cor. 10:3–4).

We understand that the above articles do not by any means exhaust the content of our creed which is the whole Word of God, and they are not intended to set a limit beyond which faith cannot go within this Word; but we do believe that in so far as these articles extend they are a true presentation of the sound doctrine taught in the Scriptures, and therefore binding upon us as Christian believers.

Consumer Disclosures

Higher Education Opportunity Act of 2008

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes many disclosure and reporting requirements that a postsecondary education institution is required to distribute or make available to prospective students and parents. The distribution of information about the institution's operations is intended to increase the institution's transparency to others. Much of this information is available on the Grace College and Theological Seminary [website](#). The institution also includes the following information in its annual report to IPEDS (Integrated Postsecondary Education Data System), all of which is available on the College Navigator page of the [Institute of Education Sciences/National Center for Education Statistics \(U.S. Department of Education\) website](#):

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- General Information (e.g., special learning opportunities, student services, credit accepted, Carnegie classification, religious affiliation, federal aid, percent enrolled students formerly registered with the office of disability services)
- Tuition, fees, and estimated student expenses
- Financial aid
- Enrollment
- Admissions (e.g., admission considerations and test scores)
- Retention, graduation, and transfer-out rates; graduation rates by race/ ethnicity
- Programs and majors by completion rate
- Varsity athletic teams by gender
- Regional and specialized accreditations
- Campus security
- Federal loans, default rates, and aid programs

Individual campus offices can provide further assistance in understanding the published materials or consumer disclosures.

A complete list of [consumer disclosures](#) is available on the institution's website.

Family Education Rights and Privacy Act (FERPA)

This act affords matriculated students certain rights with respect to their educational records. This includes the right to:

- Inspect and review the student's education records
- Request an amendment of the student's education records
- Provide written consent before the university discloses personally identifiable information from the student's educational records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The complete policy can be found in the [Academic Policies Manual](#) on the Registrar's page of the institution's website.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 102

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200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Public Notification of Directory Information

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

The complete FERPA policy can be found in [the Academic Policies Manual](#) available on the Registrar's page of the institution's website.

A complete listing of all disclosures is also available on the institution's Consumer Disclosures page of its [website](#).

Undergraduate Curriculum



Grace Core

At the heart of a Grace education are academically challenging courses that are specifically designed to foster a thirst for character, competence, and service within the hearts and minds of our students. Every student in a traditional undergraduate program at Grace completes a series of general education courses called the Grace Core and thus enjoys a common experience that stretches across all the disciplines. Students in other non-traditional undergraduate programs complete a similar series of general education courses.

The purpose of the Grace Core in the traditional undergraduate programs is to be a Christian liberal arts common experience driven by the mission of Grace College designed for the purpose of worshipping Christ, connecting with others, engaging His world, and following His Calling.

The vision for the Grace Core is a Christ-centered learning community united by intentional worship, transformed by His truth, and equipped with the knowledge and skills to live and serve in an increasingly globalized and changing world.

At the heart of a Grace education are academically challenging courses that are specifically designed to foster a thirst for character, competence, and service within the hearts and minds of our students. Every student at Grace completes a series of general education courses and thus enjoys a common experience that stretches across all the disciplines. Explicitly taught from a liberal arts approach, these courses are driven by the mission and evangelical heritage of the college, and have been created around four key human relationships: with God, with others, with self, and with the world, which includes both cultures and the environment.

We believe that worshipping Christ, following His calling, connecting with others, and engaging His world are keys to unlocking an academic experience that strengthens character, sharpens competence, and prepares for service. We also believe that an education that emphasizes the integration of faith and learning lays the foundation for and is in perfect concert with our mission. At Grace, we are committed to a life of worship and spiritual growth, and actively look for reflective and practical ways the Christian faith intersects with the disciplines we teach in the classroom.¹

The specific goals of the Grace Core are located on the portal. Each goal connects to the Grace mission in developing our students in character, competence, or service. In turn, each course within the Core relates to at least one of the core goals.

General Education Components

The general education curriculum for the traditional undergraduate programs consists of 45 hours of study. The curriculum is arranged around two major components: the Grace Core (39 hours) and the general education electives that distinguish the B.A. degree from the B.S. degree (6 hours).

First-Year Experience

The purpose of the First-Year Experience for traditional undergraduate students is to transition first-year students into the Grace on-campus community by creating connections and providing curricular and co-curricular resources that will assist students in whole-life development.

It is designed around keys to success for first-year students, including helping them transition in academic, social, and emotional ways into college; helping them grow and develop spiritually, intellectually, and personally; and increasing faculty and peer interactions. The program is also designed to address critical needs of first-year students, which include developing intellectual and academic competence, establishing and maintaining interpersonal

¹ See *Mission and Values* online at <http://www.grace.edu/about>

relationships, exploring identity development, deciding on a career, maintaining health and wellness, considering faith and spiritual dimensions of life, developing multicultural awareness, and developing civic responsibility.

First-Year Experience Linked Courses

Four linked courses in the traditional undergraduate programs are part of the First-Year Experience and foundational to the Grace Core, a highly relational Christian liberal arts common experience: Freshman Foundations, Essentials of Behavioral Science, Global Perspectives, and Scripture and Interpretation. Throughout orientation and the fall first-year courses, freshmen meet with faculty and in breakout groups of 15-20 students led by a student mentor (an upper-class student). These groups are designed to give first-year students the kind of support needed to adapt to college life.

Grace Core Courses

The Grace Core is composed of thirteen courses devised from program goals and outcomes that emphasize or begin with one of the following four relationships and integrate additional relationships in substantial ways.

Worshipping Christ (Relationship to God)

1. BIB 1050 Exploring the Bible
2. BIB 2010 Scripture and Interpretation
3. BIB 3300 Essential Doctrinal Themes

Following His Calling (Relationship to Self)

4. FYE 1010 Freshman Foundations
5. ECN 3000 Consumer Economics
6. PHI 3010 Christianity and Critical Thinking

Connecting with Others (Relationship to Others)

7. COM 1100 Public Speaking
8. ENG 1100 Effective Writing
9. PSY 1200 Essentials of Behavioral Science

Engaging His World (Relationship to the World and Environment)

10. HIS 1380 Contemporary America and the World
11. HUM 2000 Global Perspectives
12. HUM 2100 Creative Arts and Culture
13. SCI 2030 Faith, Science, and Reason

Every traditional undergraduate student takes these courses, as they comprise the common Grace experience the institution desires for undergraduate students. In some cases, transfer students may be granted exemptions depending on how transcripts are analyzed during the admissions process. Students in non-traditional or associate degree programs take some similar course.

Worshipping Christ (Relationship to God)

BIB 1050 Exploring the Bible

This course provides a survey of the biblical story in its progressive unfolding of the history of redemption within the framework of creation, fall, redemption, consummation. Attention is given to the literary, historical, cultural, and theological dimensions of Scripture as it offers a metanarrative or “worldview-story.” Emphasis is placed on the unity of Scripture as it reaches its fullness and fulfillment in Christ, while at the same time recognizing key developments and differences between the various chapters of the biblical storyline. Three Hours.

BIB 2010 Scripture and Interpretation

Foundational principles of effective Bible study will be applied for personal study and small group Bible study leadership. Observational skills of the English text will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal of equipping the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Three Hours.

BIB 3300 Essential Doctrinal Themes

This course is designed to engage the student in the essential doctrines of the Christian Faith and to help them begin to set a solid foundation for a well-rounded and well-informed theological position in their personal faith. The purpose of this class is to examine eight areas of theology in such a manner as to allow the learners to search the Scriptures and engage multiple theological authors so they can begin to articulate and defend what they believe about the Christian faith. Attention will be given to helping the student critically analyze the historical doctrinal commitments of Grace College and Seminary by engaging students in the evaluation of the presuppositions and conclusions of different doctrinal groups. Three Hours.

Following His Calling (Relationship to Self)

FYE 1010 Freshman Foundations

As the first course in the Grace core, FYE1010 is designed around foundational concepts for transitioning First-Year students socially, academically, and spiritually into college. The course components include faculty and peer interaction, self-awareness, spiritual transformation, development of academic independence, and reflection on academic and vocational calling. Three Hours.

ECN 3000 Consumer Economics

Consumer Economics is a course designed to prepare students to understand the economic system from a Biblical perspective and how it affects individuals as consumers, producers, and citizens. The Greek word "Oikonomia" can be translated as economics or household management. This course will challenge students to take control of and properly manage the part of God's creation (household) that he has put in their charge. Students will integrate knowledge and practice the skills required to manage resources in a technologically expanding global economy. Real world topics covered will include economics, personal money management, as well as managing the precious commodities of time, relationships, and spiritual advancement. Three Hours.

PHI 3010 Christianity and Critical Thinking

This course will critically examine the beliefs and presuppositions of philosophers and philosophies over the centuries and their impact on modern Christianity and the Christian Worldview. A critical examination will begin by utilizing the lens of Scripture as the basis of truth in evaluating these beliefs. The application of that examination will be centered on the reasons for God as well as the nature of suffering and evil as learners are encouraged to formulate a biblically sound Christian Worldview. Three Hours.

Connecting with Others (Relationship to Others)

COM 1100 Public Speaking

The objective of this course is to provide students with an introduction to the principles of public discourse and civic engagement. The focus will be on a practical background in recognizing, analyzing, and constructing arguments in the public sphere. Readings, class time, and assignments will focus on the skills and concepts necessary for successful application of the principles to a civic engagement project. Three Hours.

ENG 1100 Effective Writing

This course is designed to help you develop and hone the skills necessary for clear and persuasive writing at the college level and beyond. The primary focus of the course is scholarly writing, though we will also explore other genres such as the personal expressive narrative, rhetorical analysis, and position paper. In particular, this course

will help you engage complex issues and competing points of view, while articulating and supporting an argument using appropriate sources. Three Hours.

PSY 1200 Essentials of Behavioral Science

This introductory course in behavioral sciences provides an opportunity to learn about the major behavioral science theories, concepts and its real life applications. This course will survey multiple topics as they relate to relationships. Students will also be encouraged during this course to increase personal awareness of how cognitive and emotional factors influence behavior in a variety of social contexts. The focus of this course is on improving relationships in many different sectors of life. Three Hours.

Engaging His World (Relationship to the World and the Environment)

HIS 1380 Contemporary America and the World

This course is a topical approach to the cultural history of the United States from Cold War to the present, with special emphasis on America's role in global affairs. Students will not only gain a broad understanding of America's place in recent world events but also a specialized knowledge of various topics related to issues of culture, politics, and conflict as well as current events and trends. Three Hours.

HUM 2000 Global Perspectives

The purpose of Global Perspectives is to encounter world cultures through literature, film, and dialogue. In this course, students engage divergent outlooks from around the world, grappling with cultural differences and presuppositions. Defining literary works, films and guest speakers from different continents set the stage for literary and cultural discussions. This course cultivates cultural competency, provides a framework for understanding God's heart for the nations, and prepares students for the Cross-Cultural Field Experience. Three Hours.

Cross-Cultural Field Experience

The Applied Learning component of Global Perspectives is a required cross-cultural field experience that all Grace College students must fulfill prior to graduation. Through this first-hand experience, students will have the opportunity to engage in a culture (i.e. ethnicities or nationalities) other than their own for at least seven days and articulate application of the learned concepts from Global Perspectives to their experiences.

HUM 2010 Go Encounter Trips

Students who select the Go Encounter Trip option to fulfill their Cross Cultural Field Experience (CCFE) requirement register for a Go Encounter trip offered by the Grace College Global Initiatives Office. A Go Encounter trip is also worth 2 Applied Learning Credits, which emphasizes "analytic inquiry, active learning, real-world problem solving, and innovation," (Applied Learning Syllabus). Zero hours.

HUM 2030 Third Culture/International

A course designed for bicultural individuals for whom the United States is a cross-cultural experience. Students explore some of the assumptions, values and beliefs that characterize the United States and compare those with other cultures. They also discover the third culture, as defined by Dr. Useem, "created, shared, and learned" by those who are from one culture and are in the process of relating to another. Zero hours.

HUM 2040 CCFE Independent Trips

Students who select this option to fulfill their Cross Cultural Field Experience (CCFE) requirement create their own international CC or domestic field experience in consultation with the Office of Global Initiatives. These experiences must be pre-approved. Any experiences prior to taking Global Perspectives will not be accepted. Students must complete a debriefing presentation in the semester immediately following their trip. Completion of this Global Debriefing course will grant the student the required CCFE credit and two Applied Learning credits. Zero hours.

STA 0010-STA0640 Study Abroad Programs

Select majors require participation in the Study Abroad program to fulfill their program degree requirements. Consult the Study Abroad website for current listings. Twelve to Thirty Hours.

HUM 2100 Creative Arts and Culture

Through a global, thematic approach, this course explores the human phenomenon of creativity. Posing the question "Why creative arts?" this course focuses on exploring how culture and creativity reflect each other within the realm of visual and performing arts. Through themes of survival, religion, the state, and self, this course examines artists' roles within cultures, the way art is made or performed, and how meaning is derived. Required experiential activities for engaging in visual and performing arts include such things as attending museum exhibits, concerts or theatrical productions. Three Hours.

SCI 2030 Faith, Science, and Reason

This course is designed to assist the student in (1) demonstrating the scope and magnitude of science and mathematics; (2) why we study these subjects; (3) knowing the limitations of these subjects; (4) where the Christian fits and operates within the scientific paradigm; and (5) how a Christian can incorporate their faith and reason within the scientific enterprise and how to use it as a productive platform when communicating to those of different worldviews. Three Hours.

STUDENT SUCCESS COURSEWORK

Some students benefit from additional assistance to maximize their success in college-level courses. Based on their individual circumstances and standardized test scores, students may be enrolled in preparatory or pre-requisite course work, such as *Academic Fundamentals for College* or *Principles of Writing*. These courses do not fulfill the requirements of the Core. Generally, these courses also do not fulfill degree program requirements in majors or minors; however, students may be able to apply these courses to their major or minor if approved by the department as an open elective.

GEN 1000 Academic Fundamentals for College

Through discussion, lectures, outside assignments, and in-class learning experiences students are introduced to the course philosophy, taught the basic skill sets crucial to success in life and school, and assisted in making connection with peers and faculty. The foundation of the course is based on building effective self-management and self-responsibility. These important principles are emphasized in each skill set. Three Hours.

ENG 1020 Principles of Writing

A foundational college course in grammar and composition designed to help prepare those students who, on the basis of ACT and SAT verbal scores and high school English grades, are not prepared to succeed in ENG 1100 Effective Writing. Grammar review, paragraph writing, and essay writing are studied and practiced. Three Hours.

APPLIED LEARNING

Of the 120 credits needed for graduation, 12 credits are designated as "applied learning" and may be fulfilled through a variety of experiences such as study abroad, student teaching, internships, research projects, lab work, or individually designed projects intended to fulfill the purpose of applied learning. Other applied learning credits are discrete experiences or courses in which the student enrolls. Some applied learning credits are achieved by enrolling in courses in the major or minor that also have applied learning credits embedded in them.

Approved applied learning experiences for students on the Winona Lake campus are on the portal. These experiences can be found by going on the portal, Campus Life and then Applied Learning. Students and faculty may submit to the Director of Applied Learning a proposal for an applied learning project that is individualized to a student's interests and needs. Students in non-traditional programs or at one of Grace's additional locations should consult with the site director for approved applied learning experiences.

CAREER INSTITUTE:

Career Institute is a free course offered to students to prepare them for internship opportunities and eventually the world of work. The program takes students through seasons of reflection, creation and preparation for the business community.

Goal:

The goal of the **Reflection** Component is to assist students in identifying possible career directions based on the gifts and abilities that God provided them. Each student will perform a self-assessment based on the outputs of several different personality and skill measurement tools. Areas to be investigated will include: personality type, personal strengths, career readiness, other job related self-assessments. After creating a portfolio of the outputs from these measurements, students will compare their results with different career opportunities.

The goal of the **Creation** Component is to assist students in creating tangible documents they will need in order to be a viable contender in the competitive job market. Each student will create a resume speaking to their quantifiable abilities on a resume instead of a simple list of tasks they completed. Areas to be investigated will include: resumes, business cards, Facebook, LinkedIn, and Email. They will add their tangible documents to their career portfolios.

The goal of the **Preparation** Component is to assist students in preparing to be in the work world after college. Students will learn how their outside actions impact their success on the job. Each student will undergo a career make-over and learn proper on-the-job attire. Areas to be investigated will include: job etiquette (dining, technology, phone, email), appropriate dressing, and deportment (on the job behavior, company culture, appropriate interactions), and interviewing.

UNDERGRADUATE DEGREE PROGRAMS

Associate of Arts and Science Degrees

Grace College offers several associate degrees. The Associate of Science degree in Liberal Arts is available online. College Launch, an Associate of Science degree in Liberal Arts for high school juniors and seniors, is offered on main campus and online. These associate degrees are comprised of general education and additional courses in the area of study, which then enables students to easily pursue a bachelor's degree. The Associate of Applied Science in Agribusiness is comprised of general education and agribusiness courses.

Bachelor of Arts and Bachelor of Science

Grace College offers a variety of majors leading to the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) degrees. In cooperation with Bethel College, students may also receive a B.S.N.

Most majors require a minor. Specific program requirements are available in the respective catalog section of each department, at the Registrar's Office, and at The Learning Center.

In addition to the 39 credit hours of the Grace Core, students enroll in 6 additional credit hours specific to the B.A. or the B.S. degree. Students who select a B.A. degree take 6 credits of a modern or ancient language. Students who select a B.S. degree take 6 credits of science, math, or social science outside their chosen discipline.

The institutional requirement of at least 120 semester hours of coursework leading to a B.A. or B.S. degree includes the successful completion of one major, one minor (if required), the Grace Core (39 credits), 6 credits specific to the B.A. or the B.S., and 12 credits of applied learning.

Blended Degrees

Students electing to graduate in three years might consider choosing the blended degree option whereby they complete both a bachelor's degree and a master's degree in four years by pursuing one of the institution's several online master's programs (see associated program catalogs). A student can complete both a bachelor's degree and the Master of Divinity through the Seminary in five years. Degrees are conferred simultaneously and students are able to retain their financial aid for four years by completing both degrees concurrently. More information about degrees that are available as part of the

blended degree option can be found on the [online programs](#) page of the institution's Web site, by contacting the School of Professional and Online Education, or from the student's academic advisor. More information about financial aid can be obtained from the Financial Aid Office.

Student Exchange Programs

Grace College students have the opportunity to study at international institutions with which Grace College has developed exchange agreements. Currently, an exchange program has been established with Handong Global University in Pohang, South Korea, and conversations are underway with other universities for additional exchange programs.

To be eligible to participate in an exchange program, students must be at least a sophomore, in good academic standing, meet all the general Study Abroad requirements, and meet any requirements set forth by the host institution.

Costs for the various programs may vary depending on the details of each agreement, but generally students pay regular tuition to Grace College, and room and board to the host institution. In most cases, students may use their institutional aid irrespective of their major. All travel fees (passport, visas, airfare, etc.) are the student's responsibility.

Classes taken at host institutions are posted to the transcript as Grace College credits and applied toward their major requirements if they complete course, and given that the student has filled out the proper petitions, in consultation with his/her advisor, prior to participating in the exchange program.

For more information about exchange programs contact the [Global Initiatives office](#).

Study Abroad Programs

Grace College is vitally interested in encouraging students to expand their global awareness. To enrich their cross-cultural experience, numerous opportunities are available for study abroad. These experiences are available through the Program Director of Global Initiatives for language and non-language majors and some minors and for students planning cross-cultural experiences to meet their general education requirements for the Global Perspectives course. In addition to these programs, other cross-cultural opportunities are available through summer cross-cultural opportunities. Students are encouraged to take advantage of these experiences to broaden their global awareness.

The [Global Initiatives Office](#) at Grace College coordinates cross-cultural experiences for both language and non-language majors.

The Study Abroad for Languages

For language majors and some minors, Grace's Study Abroad Program requires qualified students to study abroad. Through this cross-cultural, immersive language experience, students become more proficient speakers while learning to appreciate other cultures. They are placed with a host family, participate in the life of a local church, and are enrolled in some of the world's best-known universities with whom Grace has transfer and credit agreements. By signing a language pledge, students commit to speak the target language throughout their experience and therefore attain near-native fluency by the end of the program.

For their overseas experience, Spanish students have the choice of studying in the capital of Argentina, Buenos Aires; San José, Costa Rica; or in Madrid, Spain. French students study in the beautiful city of Dijon, France, capital of Burgundy or in Quebec, Canada.

Study Abroad for Non-Language Majors

Students who desire to study abroad where the instruction is in English may select from pre-approved study abroad programs such as the [BestSemester Programs](#) through the Council of Christian Colleges and Universities (CCCU) or through Grace's exchange program at Handong Global University.

For further information regarding academic requirements, financial arrangements, and schedule planning, visit [the ^{\[RD1\]} Study Abroad page](#) of the campus Web site or contact the Director of Global Initiatives.

Pre-Professional Programs

Some disciplines offer pre-professional programs including the disciplines of political science (pre-law), and health

science (e.g., pre-med, pre-veterinary, etc.). Details about these programs are available in the respective academic sections of this catalog and from the department.

Pre-Law Program

Students preparing for law school are encouraged to consider the pre-law program. Students may choose from a broad range of majors, will be assigned a pre-law advisor, may declare a pre-law minor, and will have internship possibilities. Further details are included under the Department of History and Political Science, which administers this rigorous program.

Pre-Professional Health Science Programs

The Department of Science and Mathematics manages pre-professional programs in dentistry, medicine, optometry, pharmacy, physician assistant, physical therapy, and veterinary medicine along with a number of other less common professional programs. Students preparing for graduate study in an area of healthcare can usually meet the specific requirements for admission to their respective professional programs by pursuing a department major in biology or health science (both with B.A. or B.S. options). Students may major in any other discipline as long as they include in their course selection those courses required for admission by the professional programs for which they are seeking admission. The admission requirements for any professional program may be obtained online directly from the professional schools or from the Grace College Health Professions Advisor.

Students preparing for health science graduate study should identify the admission requirements of one or more specific graduate programs in their field of interest early in the advising process. This is important to plan the most effective pre-professional program at Grace since some schools may have requirements outside the standard courses required by most schools in that area.

More information on the correlation between the Health Science concentrations and the specific requirements for graduate health science program are available from a Health Science Professions advisor. A meeting with an advisor will assist the student to plan an effective, broad course of study emphasizing required science classes within the context of a liberal arts education (valued by health science graduate programs).

Pre-Seminary Program Advanced Standing

Grace College students can gain advanced standing toward several masters programs at Grace Theological Seminary in the following ways:

1. Greek and Hebrew language courses taken while a Grace College student are accepted by the seminary with all fees waived. However, the student must have earned a minimum grade of "B-" in each class.
2. A student may gain additional hours of credit by testing. To qualify to take a test there must have been a similar course taken in the college and the minimum grade earned must be no less than "B-." A list of courses available for testing can be obtained from the seminary office.
3. Some courses are accepted without testing provided the student has earned the minimum grade of "B-."

Maximum limits have been established for the various master's programs in accordance with the seminary accreditation standards. More information about advanced standing may be obtained from the School of Ministry Studies or the student's faculty advisor.

School of Arts and Sciences



Mark M. Norris, Ph.D.

Introduction

The School of Arts and Sciences is the largest school on campus and includes: the Engineering Program (a dual degree program with Trine University); the History and Political Science Department; the Languages, Literature, and Communication Department; the Nursing Program (Bethel College program on the Grace College campus); the Science and Mathematics Department; the Visual, Performing, and Media Arts Department; and Interdisciplinary Studies. Exciting co-curricular opportunities include: performing arts productions, field trips, research assistantships, internships, lab and clinical work, professional conferences, the [Mount Memorial Art Gallery](#), environmental field research in northern Indiana lakes through the [Lilly Center for Lakes & Streams](#), the [Winona History Center](#), and student publications.

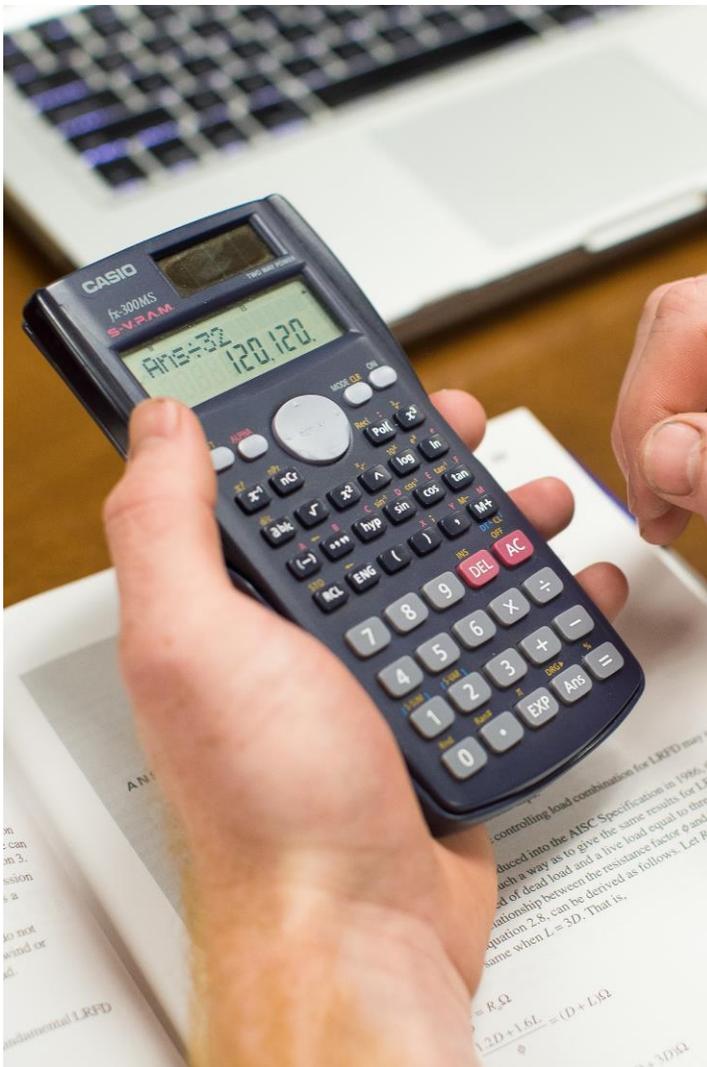
Purpose

The School of Arts and Sciences is dedicated to a Christian liberal arts education that leads to transformative learning in the humanities, sciences, and professions. Central to our purpose is the integration of faith and learning which we define as modeling scholarship and engaging in interactive teaching within our disciplines that is informed by great Christian themes and thoughtful reflection. We also challenge our students to develop an approach to learning that fosters a vibrant life of the mind, artful creativity, a compassionate embrace of human societies, and a thirst to explore all that God has created. To this end our faculty mentor their students, inspiring them not only toward excellence in their respective fields, but to live purposeful lives dedicated to following Christ as they discover knowledge, apply the power of creative imagination, help to improve the human condition in all of its diversity, and work to extend the presence of God's kingdom while living in the hope of Christ's return.

Goals

- To help our students develop an understanding of the integration of faith and learning so that they can pursue scholarship that is both worthy of their profession and inspired by great Christian themes (i.e. salvation, love, reconciliation, justice, grace, honesty, truth, peace, perseverance, stewardship, etc.).
- To develop encouraging and challenging learning experiences that engage our students in real world applications, which are transformational in nature.
- To mentor our students so they become highly competent in their respective callings.
- To instill in our students a sense of purpose that leads them toward kingdom living.

Department of Engineering



Faculty

Fred A. Wentorf, Ph.D.
Department Chair

DEPARTMENT OF ENGINEERING

In order to meet the growing number of students interested in engineering as a major field of study, Grace College offers the Bachelor of Science in Mechanical Engineering degree. Engineering graduates enter the workforce in numerous avenues through tackling the ever increasing demands of increasing the quality of life of our aging population, on our infrastructure and security, utilizing energy production, and designing revolutionary technology.

The program will reap the benefits of being located in the “Orthopedic Capital of the World”. This will include filling the classroom and laboratories with experts in their fields to educate and mentor our students, relevant work experience that is only 5 minutes off-campus, industry-based senior projects, and research projects that relevant to the real-world. This interaction is facilitated by an engaged advisory council of industry experts and growing group of industry leaders that our supporters of the program.

Purpose and Goals of Department of Engineering

The purpose of the department is to promote the application of science and technology by preparing graduates for the practice of engineering at the professional level. The program will:

- Provide high quality, industry relevant, hands-on preparation for the practice of engineering at the professional level.
- Produce well-rounded graduates that are ready to tackle the complicated world of engineering with confidence, humility, and a heart for service.
- Be intimately connected to the community by providing support for the STEM education community in the area and providing technical support for industry in the area.

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Mechanical engineering is, perhaps, the most diverse and general of all the engineering fields. Mechanical engineers can be found working in almost any company. Manufacturing, transportation, health care, and insurance are just a few of the types of firms that employ mechanical engineers. No other field of engineering provides a better professional base for interdisciplinary activities.

Mechanical engineers design machines of all types, from paper clips to space shuttles. They plan, design, and direct the manufacture, distribution, and operation of these machines. Mechanical engineers also design the power sources needed to operate the machines and provide for the environment in which they function. In fact, mechanical engineering involves all phases of energy production and utilization: engines, power plants, electrical generation, heating, ventilating, and air conditioning.

Mechanical Engineering Student Learning Outcomes

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Students who choose this option will complete the following 137 credit hour program of study:

General Education Requirements: 46 credits

Grace Core – 39 credits

Other requirements – 7 credits

MAT 3200 Probability & Statistics

CHM 1620 Chemistry I

Major Requirements: 91 credits

Math and Science – 25 credits

MAT 1230/1240 Calculus I and Lab

MAT 1250/1260 Calculus II and Lab

MAT 2250 Calculus III

MAT 2280 Differential Equations

MAT 3130 Linear Algebra

CHM 1610 Lab

PH 2240/2250 University Physics I and Lab

PH 2340/2350 University Physics II and Lab

Mechanical Engineering Science – 24 credits

Mechanical Engineering Fundamentals – 42 credits

Applied Learning credits are met within the core and major requirements – 12 APL

ADMISSION REQUIREMENTS

Bachelor of Engineering (BE):

- Minimum high school GPA of 3.0 and top half of graduating class.
- ACT composite score of at least 21, with at least 23 in the math section.
- SAT minimum combined score of 1060 in the math and reading sections, and at least 560 in the math section.

ACCREDITATION

Grace College is accredited by the Higher Learning Commission.

Grace college is currently only offering the first two years of mechanical engineering courses. The last two years of courses will be included in subsequent catalogs.

COURSE DESCRIPTIONS

ENGINEERING SCIENCE

MEG 2100 Statics and Mechanics of Materials

This course combines statics and mechanics of materials into one course. The static's subjects covered include; force and moment vectors, equivalent systems, trusses, frames, and machines, equilibrium of particles and rigid bodies, static friction, centroids and moments of inertia. The mechanics of materials section teaches the Concepts of stress and strain in engineering materials. Subjects in this section include: Hooke's law and Poisson's relationship, analysis of axial, shear, flexural, and torsional stresses, combined stress, shear and moment distribution in beams, and deformation of structural members. Co-requisite: PH 2240, MAT 1250. Four credits.

ENGINEERING FUNDAMENTALS

MEG 1200 Introduction to Mechanical Engineering

This course will give an overview of the mechanical engineering profession, introduce keys skills used in engineering, and quickly give an overview of Mechanical engineering sciences. Four credit hours.

MEG 1400 Introduction To Programming in MATLAB

This course will begin with an introduction to programming using Matlab. Then dive into the strengths of Matlab that will be used to solve engineering problems. This course will also include an introduction to numerical methods for solving engineering problems. Prerequisite: MAT 1230. Two credit hours.

MEG 1900 Engineering Modeling and Tolerancing

This course will teach graphical communication for engineers starting with the basics fundamentals of engineering drawings, then work significantly on 3D model creation, and end with an introduction to geometric dimensioning and tolerancing. Emphasis is placed on developing the skills needed for mechanical engineering design. Three credit hours.

MEG 1950 Introduction to Manufacturing Processes and Measurements

This course will begin with machine shop safety and then teach the process of running a manual mill and lathe and other common machining tools. The second half of the course will focus on measurements of parameters key to design and manufacturing. Prerequisites: MEG 1900. three credit hour.

MEG 2000 Engineering Internship

This course will include journaling and other activities during an internship working as a professional engineer. One credit hour.

History and Political Science Department



Faculty

Jared S. Burkholder, Ph.D., Chair
Mark Marston Norris, Ph.D.

Part-time Faculty:

Nathan Daugherty, M.A.
Kyle Davis, M.A.
Jeff Grose, M.A.
Gregory Jones, Ph.D.
Robert Lamkin, M.A.
Julie Parke, M.A.

Purpose

Our purpose is seen in our motto: *Memores acti prudentes potest*, meaning: “Mindful of what has been done, aware of what is possible.” Through our department’s “common experience” curriculum, a variety of elective offerings, engaging applied learning experiences, and a “capstone” seminar, we encourage our students to think “incarnationally” about their field of study. This means we engage with them in the fascinating yet messy endeavor of studying the record of past and present civilization in all of its humanness. As apprentice scholars, students are not to rush to judgment, but are to understand other cultures within the context in which they are situated. Along with this, they are to become ready to engage in the type of social responsibility befitting a citizen both of this world and of Christ’s Kingdom. In this way, we hope their time in our department will be a transformational experience that prepares students for a life of service in an engaging profession.

Student Outcomes

1. On completion of their program, students who major in history and political science will successfully demonstrate their ability to create compelling arguments or solutions to problems in their discipline based on their knowledge and analysis of relevant issues, sources, methodologies, and evidence.
2. On completion of their program, students who major in social studies education will demonstrate their ability to understand and synthesize the content necessary to attain state certification for Indiana.

Preparation for employment in varied professions

A major in history will prepare students for a number of professions and/or graduate work in museums, archives, teaching at the collegiate or secondary level, historic preservation, public history, journalism, government service, law, business administration and management, business research, and ministries such as North American and world missions. The pre-law program is designed to help transition students to law school where they can prepare for a future career in advocacy. Careers in political science include: political scientists, legislators, legal investigators, lawyers, mediators, law librarians, judges/judicial workers, judiciary interpreters and translators, public affairs specialists, labor relations managers, and management analysts. The social studies education major is approved by the Indiana Professional Standards Board, and the School of Education is accredited by both the National Council for Accreditation of Teacher Education ([NCATE](#)) and the Association for Christian Schools International ([ACSI](#)). Social studies will prepare students for many of the same careers as the history major and will also enable them to teach economics, geography, US and world history, political science, psychology, and/or sociology at the upper elementary, middle, and high school levels once they are certified.

Grace Core Requirement

History is also a strong component of the Grace Core (general education) curriculum. The Grace Core course is HIS 1380 Contemporary America and the World.

Internships

A broad range of internships are available through this department. Below are experiences that may be available by application through the department or, in the case of outside organizations, may be obtained as complementary experiences. All meet requirements for academic as well as applied learning credit:

Internships with Indiana senators and representatives (State and Federal level)

Internships with local public officials

The Winona History Center www.winonahistorycenter.com

Research assistantships through the department

Teaching assistantships through the department

Grace College Morgan Library www.grace.edu/resources/library

Other regional or national museums, libraries, or archives

Corporations located in Kosciusko County

Grace College Student Senate

Political campaigns

A note about dual majors and minors

Dual majoring is attractive in our department because of the departmental common experience and because of the nature of the social studies degree. Students may dual major in history and political science for only 30 more credits than they would have with a single major in the department. They may pick up a minor in the department for only 15 more credits. Social studies students automatically double major with history and Social Studies majors.

Departmental Common Experience

The departmental common experience is an integrated set of courses shared by our majors and minors. This consists of the following courses:

- HIS 1140 World History and the Historical Method I
- HIS 1160 World History and the Historical Method II
- HIS 2050 American Journeys
- GEO 1010 World Geography
- POS 2200 American Government
- HUM 4900 Capstone Seminar (1 APL)

The majors take all 18 credits; the minors (except pre-law) take 6 credits from this list.

HISTORY MAJOR

In our history major, students are encouraged to study human communities as they have changed over time and to appreciate history as the stream of time in which we all live. Both fallen humanity and God's gracious acts of reconciliation are evident within this stream.

To this end, the department offers a wide range of courses in history including: American, European, world, and public history (museum studies and archaeology).

The requirements for a major in history are 48 semester hours in the department, completion of the Grace Core, and a minor or additional credits to reach a total of at least 120 hours.

It is recommended that all history majors complete the Bachelor of Arts degree.

Departmental Common Experience (18 hours)

History Major Courses - choose 9 (27 hours):

- HIS 3050 Artifacts & Exhibits
- HIS 3280 Colonial & Revolutionary America
- HIS 3350 Era of the American Civil War
- HIS 3360 Wild, Wild West
- HIS 3370 The Progressive Era to the Atomic Age
- HIS 3390 Religion in American History
- HIS 3590 Ancient History
- HIS 3600 Medieval History
- HIS 3635 Early Modern Europe
- HIS 3720 Europe in the Age of Modernity
- HIS 3800 History & Geography of Africa
- HIS 3850 History & Geography of Asia
- HIS 3900 Latin America & the Atlantic World
- POS 3760 Britain & the World
- POS 3950 Islam, Politics & the Middle East

Applied Learning Requirement - choose 1 of the following options (3 hours):

- HIS 4560 Museum Internship
- HIS 4570 Public History Lab
- HIS 4950 History Internship

POLITICAL SCIENCE MAJOR

The requirements for a major in political science are 48 semester hours in the department, completion of the Grace Core, and a minor or additional credits to reach a total of at least 120 credit hours.

It is recommended that all political science majors complete the Bachelor of Science degree.

Departmental Common Experience (18 hours)

Political Science Major Courses – choose 9 (27 hours):

- COM 2610 Political Communication
- COM 3340 American Political Rhetoric
- HIS 3390 Religion in American History
- POS 2010 Introduction to Political Thought
- POS 3010 State & Local Government
- POS 3100 International Relations
- POS 3760 Britain & the World
- POS 3950 Islam, Politics & the Middle East
- POS 4400 Selected Topics in Political Science
- SOC 2340 Introduction to Criminal Justice

Applied Learning Requirement (3 hours):

- POS 4950 Political Science Internship

NOTE: Course descriptions for COM can be found in the Department of Languages, Literature, and Communication course listings. Course descriptions for SOC can be found in the Department of Behavioral Science course listings.

SOCIAL STUDIES EDUCATION AND HISTORY (DOUBLE MAJOR)

By finishing the Social Studies program, all students complete a “double major” in both Social Studies Education and History. The requirements for this program include completion of the Grace Core and 75 credit hours in the major for a minimum of 120 credits hours. Coursework includes 39 credits from the department and 36 professional education hours.

Credits in the department include 18 credits of the departmental common experience. The social studies foundation is 21 credits. This meets the requirements for concentrations in 1) historical perspectives, 2) citizenship and American Government, and 3) Geography.

Departmental Common Experience (18 hours)

Social Studies Foundation Courses (21 hours):

- Introduction to Political Thought
- State and Local Government
- Geography of North America
- 1 World History elective (upper level course)
- 1 European History elective (upper level course)
- 1 American History elective (upper level course)
- 1 Geography elective (upper level course)

The following additional concentrations are also available:

Economics (adds 9 credits above 120):

- BUS 2230 Economics
- FIN 3170 Money and Banking
- FIN 4530 International Economics and Finance

Psychology (adds 9 credits above 120):

PSY 1100 Introduction to Psychology
Choose 6 credits from the following options:
PSY 2100 Introduction to Counseling,
PSY 2170 Abnormal Psychology
PSY 2360 Child and Adolescent Psychology
PSY 3380 Theories of Personality

Sociology (9 hours):

SOC 1100 Introduction to Sociology
SOC 2100 Marriage and Family
SOC 3360 Juvenile Delinquency

Professional Education Courses (36 hours):

SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2210 Responsive and Differentiated Instruction
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3600 Teaching in the Middle and High School
SED 4670 Methods of Teaching Secondary Social Studies
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

NOTE: Course descriptions for BUS and FIN can be found in the Department of Business course listings. Course descriptions for PSY and SOC can be found in the Department of Behavioral Science course listings. Course descriptions for SED can be found in the Department of Teacher Education course listings. Course descriptions for SCI can be found in the Department of Science and Mathematics course listings.

PRE-LAW MINOR

There are several vital components in the pre-law program that make it competitive. The pre-law program allows students to choose virtually any major including those generally preferred by many law schools and the American Bar Association, such as: history, political science, communication, English, business, criminal justice, psychology, information technology, mathematics, biology, and Spanish. The ABA and most law schools do **NOT** recommend that pre-law students take a pre-law major - therefore, we do not offer one at Grace. In addition to their major advisor, students are assigned a pre-law advisor from this department.

Students must complete 25 credit hours for this minor, including an applied learning requirement (3 credits), which is typically met through an internship, participation in the Mediation Team, or a combination of the two.

Pre-Law Coursework (10 hours):

BUS 3130 Business Law
LAW 4200 Preparing for Law School
SOC 4100 Criminal Law

Pre-Law Electives* (12 hours):

Choose 2 of the following political science options:
POS 2010 Introduction to Political Thought
POS 2200 Introduction to American Government
POS 3010 State and Local Government
POS 3100 International Relations
POS 3760 Britain and the World

Choose 1 of the following communication courses:

COM 3030 Persuasion
COM 4140 Argumentation & Debate

Choose 1 of the following supporting courses:

ACC 2110 Financial Accounting
ENV 3410 Environmental Ethics
MAT 2100 Intro to Proofs
MAT 3200 Probability and Statistics
PHI 3100 Ethics
SOC 2400 Criminal Procedure
SOC 3560 Victimology

Applied Learning Requirement – choose from the following (3 hours):

LAW 2500 Mediation Team (3 APL)
LAW 4980 Pre-Law Internship (1 APL per credit)

*Elective courses in this minor may not be used to meet requirements in another major or minor. This minor ensures that students are following the recommendations of law schools which suggest that students be exposed to a broad range of challenging liberal arts courses.

NOTE: Course descriptions for ACC and BUS can be found in the Department of Business course listings. Course descriptions for ENV and MAT can be found in the Department of Science and Mathematics course listings. Course descriptions for PHI can be found in the Department of Biblical Studies course listings. Course descriptions for SOC can be found in the Department of Behavioral Science course listings.

ARCHAEOLOGY MINOR

Students who are interested in getting basic archaeological experience can take this 21 credit minor, which includes field experience working on a dig site. The program is contextualized with 15 credit hours of relevant course work and 6 hours in the departmental common experience.

Departmental Common Experience courses (6 hours):

HIS 1140 World History & the Historical Method I

Choose 1 of the following:

HIS 1160 World History & the Historical Method II
HIS 2050 American Journeys
GEO 1010 World Geography
POS 2200 Introduction to American Government

Archaeology Minor Electives (15 hours):

HIS 3050 Artifacts and Exhibits
HIS 4570 Ancient History

Choose 1 of the following:

BBL 3140 Biblical Backgrounds
HIS 4570 Public History Lab

Choose 1 of the following (6 hours each):

HIS 4330 Archaeology Field Experience (3APL)
HIS 4350 Archaeology Field Experience (5APL)

NOTE: Course descriptions for BBL can be found in the Department of Biblical Studies course listings.

GEOGRAPHY MINOR

The requirement for a minor in geography is 21 semester hours in the department. This includes 6 hours from the departmental common experience and 15 hours of electives drawn from a list of geography, history, and political science courses.

Departmental Common Experience courses (6 hours):

HIS 1140 World History & the Historical Method I

Choose 1 of the following:

HIS 1160 World History & the Historical Method II

HIS 2050 American Journeys

GEO 1010 World Geography

POS 2200 Introduction to American Government

Geography Minor Electives - choose 5 (15 hours):

GEO 3300 Geography of North America

GEO 4400 Selected Topics in Geography

HIS 3360 Wild, Wild West

HIS 3720 Europe in the Age of Modernity

HIS 3800 History & Geography of Africa

HIS 3850 History & Geography of Asia: China and India

HIS 3900 Latin America & the Atlantic World

POS 3950 Islam, Politics & the Middle East

SCI 2230 Physical Geography

NOTE: Course descriptions for SCI can be found in the Department of Science and Mathematics course listings.

HISTORY MINOR

The requirement for a minor in history is 21 semester hours in the department. This includes 6 hours from the departmental common experience and 15 hours of electives divided between American, European, World, or Public History.

Departmental Common Experience courses (6 hours):

HIS 1140 World History & the Historical Method I

Choose 1 of the following:

HIS 1160 World History & the Historical Method II

HIS 2050 American Journeys

GEO 1010 World Geography

POS 2200 Introduction to American Government

History Minor Electives - choose 5 (15 hours):

HIS 3050 Artifacts & Exhibits

HIS 3280 Colonial & Revolutionary America

HIS 3350 The Era of the American Civil War

HIS 3360 Wild, Wild West

HIS 3370 The Progressive Era to the Atomic Age

HIS 3390 Religion in American History

HIS 3590 Ancient History

HIS 3600 Medieval Europe

HIS 3635 Early Modern Europe
HIS 3800 History & Geography of Africa
HIS 3850 History & Geography of Asia: China and India
HIS 3900 Latin America & the Atlantic World
HIS 4570 Public History Lab
POS 3760 Britain & the World
POS 3950 Islam, Politics & the Middle East

MUSEUM STUDIES MINOR

Students who minor in museum studies are given a broad introduction to historical preservation and interpretation within a program geared for those interested in working in museums. Individuals in this minor will complete 21 semester hours in the department. This consists of courses in the departmental common experience, courses in the museum studies field, and a significant amount of “hands-on” experience through internships and/or the public history “lab.”

Departmental Common Experience courses (6 hours):

HIS 1140 World History & the Historical Method I

Choose 1 of the following:

HIS 1160 World History & the Historical Method II

HIS 2050 American Journeys

GEO 1010 World Geography

POS 2200 Introduction to American Government

Museum Studies and Related Courses (15 hours):

HIS 3050 Artifacts and Exhibits

HIS 4560 Museum Internship

HIS 4570 Public History Lab

MKT 3550 Non-profit Marketing

Choose 1 of the following:

ART 3310 Art History: Beginning to Renaissance

ART 3320 Art History: Renaissance to Modern

NOTE: Course descriptions for MKT can be found in the Department of Business course listings. Course descriptions for ART can be found in the Department of Visual, Performing and Media Arts course listings.

POLITICAL SCIENCE MINOR

The requirement for a minor in political science is 21 semester hours. This includes 6 hours from the departmental common experience and 15 hours of political science and supporting electives.

Departmental Common Experience courses (6 hours):

HIS 1140 World History and the Historical Method I

Choose 1 of the following:

HIS 1160 World History & the Historical Method II

HIS 2050 American Journeys

GEO 1010 World Geography

POS 2200 Introduction to American Government

Political Science minor electives – choose 5 (15 hours):

COM 2610 Political Communication

COM 3340 American Political Rhetoric

HIS 3390 Religion in American History
POS 2010 Introduction to Political Thought
POS 3010 State and Local Government
POS 3100 International Relations
POS 3760 Britain and the World
POS 3950 Islam, Politics and the Middle East
POS 4950 Political Science Internship
SOC 2340 Introduction to Criminal Justice

NOTE: Course descriptions for SOC can be found in the Department of Behavioral Science course listings.

COURSE DESCRIPTIONS

GEOGRAPHY

GEO 1010 World Geography

The cultural and physical elements of human habitats, the significance of the elements of the earth to humans, and the use of maps and their importance. Three hours.

GEO 3300 Geography of North America

This course is designed to give students an appreciation of the North American continent, within the context of social, physical, and historical geography. This includes a module on Indiana geography and history. Three hours.

GEO 4400 Selected Topics in Geography

This is a directed program of reading and discussion concerning specifically selected topics in Geography. This may involve field work.

** The geography minor and the geography concentration within social studies education are also supported by a number of world history and/or political science courses focused on Asia, Africa, Latin America, and the Middle East. These are listed below.

HISTORY

HIS 1140 World History and the Historical Method I

This global history course will examine important developments in the civilizations of Europe, Asia, Africa, and the Western Hemisphere from pre-history to the beginning of the development of world trade in the 16th century. Themes investigated will include: politics and government, art and ideas, religion and philosophy, family and society, science and technology, earth and the environment, and interaction and exchange. An emphasis will be placed on showing how these meta-themes are manifested in cultures throughout the world. This course will also serve as an introduction to research methods in the field. Three hours.

HIS 1160 World History and the Historical Method II

This global history course will examine important developments in the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the development of world trade in the 16th century to the rise of globalism in the 21st century. Themes to be investigated will include: politics and government, art and ideas, religion and philosophy, family and society, science and technology, earth and the environment, and interaction and exchange. An emphasis will be placed on showing how these meta-themes are manifested in cultures throughout the world. This course will also serve as an introduction to research methods in the field. Three hours.

HIS 1380 Contemporary America and the World

This course is a topical approach to the cultural history of the United States from the end of World War II to the

present, with special emphasis on America's role in global affairs. Students will not only gain a broad understanding of America's place in recent world events but also a specialized knowledge of various relevant topics and their historical context. Topics covered in this class have included the Cold War, the 1960s, American evangelicalism, and terrorism. Three hours.

HIS 2050 American Journeys

In this topical survey of the history of the United States to the end of World War II, students will be introduced to the major issues, broad developments, and perennial questions that cut to the heart of American identity. The course will cover such topics as the ideological origins of the American nation, the historical relationship between state and national sovereignty, race and slavery, sectional tensions and the Civil War, social and religious movements, and the culture wars that continue to impact American society today. Three hours

HIS 3050 Artifacts and Exhibits

This course introduces students to best practices for the identification, cataloging, care, and display of historical artifacts. It covers the causes of physical deterioration of artifacts and the relevant methods and theories of preserving materials for future generations. The course also introduces students to the process of interpreting and curating material culture for the purpose of educating the public. This course is designed for those interested in careers in the field of public history, which can include Museum Studies, archival work, archaeology, and historical preservation. Three hours.

HIS 3280 Colonial and Revolutionary America

In this upper-level course, students will be introduced to European colonization, especially within North America, including the social, economic, cultural and political development of the Atlantic System. It also examines the divisions in colonial society, the causes, context and progress of the American Revolution, as well as the unifying features of American patriotism. Topics also include indigenous civilization, New England society, diversity in the Mid-Atlantic region, Christian missions, and the Atlantic slave trade. The course will conclude by focusing on the construction of the American political system along with the limits of democracy. Three hours.

HIS 3350 The Era of the American Civil War

This covers the period of 1848 to 1877 and examines the causes, nature, and consequences of the American Civil War. Topics to discuss will include the nature of slavery, the rise of abolitionism, the collapse and reconstruction of the American political system, and the causes and effects of the Civil War on American society. Three hours.

HIS 3360 Wild, Wild West

This is an in-depth investigation of the geography, history and mythology of the American West. The effects of this Western image on Americans as a whole, as well as global reactions to this image will be examined. Three hours.

HIS 3370 The Progressive Era to the Atomic Age

This course begins with the world's first populist movement and continues to the end of World War II. Students will see how a rural and agrarian United States was transformed into an urban industrial world power. Three hours.

HIS 3390 Religion in American History

From major world religions to a host of small religious movements, the variety of religious expression in America is almost endless. Indeed, religious pluralism and diversity has become one of the defining features of American society. Naturally, this diverse religious landscape has not taken shape overnight. Rather, it has developed over centuries and has included a complex spectrum of theological approaches, ethical positions, charismatic men and women, ordinary citizens and even political involvement. This course is meant to provide students with an introduction to the religious diversity in America while emphasizing its historical context and development. Three hours.

HIS 3590 Ancient History

A survey of the history of the ancient roots of civilizations beginning c. 3000 B.C. at the river valleys of Mesopotamia

and Egypt and ending at the fall of the Western Roman Empire, A.D. 476. The remarkable contributions of the ancient civilizations of the Near East, the Greek city-states, China, India, Sub-Saharan Africa, Mesoamerica, and of the Roman Empire will be discussed. Three hours.

HIS 3600 Medieval Europe

This course is a study of the political, economic, and intellectual evolution of European civilization from the decline of the Roman Empire to the Reformation of the sixteenth century. Three hours.

HIS 3635 Early Modern Europe

A study of European culture, society, and politics from the Reformation through the French Revolution. Students will also investigate the rise of science, new modern nation states, absolute monarchs, constitutional governments, the Enlightenment, changing societal structures, traditional religion in an emerging era of science, and empire. Three hours.

HIS 3720 Europe in the Age of Modernity

A study of European culture, society, and politics from the French Revolution into the twenty-first century. Students will investigate the growth of modern nation-states, constitutional governments, empire and the fall of empire, and the great wars of the twentieth century. Students will also study great themes such as political revolutions and reforms, the effects of industrialization and urbanization, changing class structures, family and gender relations, and the importance of religion in an age of modernity. The concept of Europe in the age of post-modernity will also be discussed. Three Hours.

HIS 3800 History and Geography of Africa

This is a course designed to give students an appreciation of the African continent. Discussion will center on understanding the context of the physical, cultural, political, and historical geography of its peoples. Three hours.

HIS 3850 History and Geography of Asia

This is a course designed to give students an appreciation of Asia - specifically, China, India, and Japan. Discussion will center on understanding the context of the physical, cultural, political, and historical geography of its peoples. Students will also discuss and analyze the growing importance of Asia to the global economy. Three hours.

HIS 3900 Latin America and the Atlantic World

This course is an introduction to the cultural, political and geographical history of Latin America and the impact of Spanish and Portuguese colonization. As such, it examines the culture and history of Central and South America and to a lesser extent, the Caribbean. It examines the region's indigenous civilizations, society under colonial rule, independence movements and Latin America's role in political events during the modern era. The course will have a special focus on Mexico and may be integrated with an on-site tour to Mexico City and the surrounding region. Three hours.

HIS 4400 Selected Topics in History

This applied course includes direction in research and will normally involve a field-trip experience. Topics covered include: Brethren History, Family History, The India of Gandhi, Return to the Roots of the Civil Rights, Mexico, Scotland, India, and Tudor England. Three hours.

HIS 4560 Museum Internship

Students are to observe and participate in the activities of a museum or other public history organization. Credit is awarded based upon the intensity and length of involvement and also upon the number of learning objectives accomplished. Students are to meet in a seminar format once a month with an instructor for encouragement and personal development and assessment. Three to six hours.

HIS 4570 Public History Lab

This full-semester (both sessions) course provides the framework for - and implementation of - applied learning for students working in a museum and/or archives setting on campus (The Winona History Center, the Billy Sunday Historic Home, or the Morgan Library). It is essentially an internship experience but conducted with a substantial degree of structure, training, and oversight and students will gain real-life practice working with museum patrons, processing archival collections, digitizing historical documents, and/or conducting research for the production of finding aids or museum exhibits. Students should plan to fulfill the required 120 hours of hands-on work necessary for the 3 embedded applied learning credits. Three hours.

HIS 4950 History Internship

Students are to observe and participate in the activities of an organization that promotes professional development. Students may choose from a wide range of organizations including museums, libraries, archives, or state and national parks. Credit is awarded based upon the intensity and length of involvement and also upon the number of learning objectives accomplished. Students are to meet in a seminar format once a month with an instructor for encouragement and personal development and assessment. Three to six hours.

LAW

LAW 2500 Mediation Team

This varsity academic team focuses on learning and practicing important mediation skills. Students may participate in regional and national mediation conferences and tournaments. Three hours.

LAW 4200 Preparing for Law School

This course will help build a bridge into law school by preparing students for the LSAT as well as introducing them to legal writing and thinking. Three hours.

LAW 4980 Pre-law Internship

Students are to observe, study, and participate in various areas of the legal profession. This will involve job shadowing private or public attorneys and prosecutors, spending time in courtrooms observing criminal proceedings, and/or interning with public officials. Students are to submit a journal of their experiences and report their findings orally. One to six hours.

** The pre-law minor is also supported by a number of courses from other disciplines including business, mathematics, communication, and criminal justice. (Consult check sheet for details.)

POLITICAL SCIENCE

POS 2010 Introduction to Political Thought

This course includes several approaches to political philosophy. First, it provides a general overview of the dominant political ideologies from the ancient to the contemporary world. Second, it provides a general survey of some of the most influential political thinkers whose writings and theories have given rise to the modern political landscape. This will focus heavily on the development of western political thought but may include selections from Islamic civilization, southeast Asia, or other non-western contexts. Third, this course will include an introduction to more recent thinkers, or even popular personalities, whose work is relevant to the intersection of faith and politics. Three hours.

POS 2200 Introduction to American Government

This introduces students to how the political system in America functions. It focuses on the actual workings of the American government and starts with the cultural and constitutional contexts of American politics. Three hours.

POS 3010 State and Local Government

This is an examination of the structure and interplay between state, county, and local governments. Issues such as social security, zoning, welfare, public health, and the environment will be examined from the point of view of how

they originate at the local levels yet how they exist and grow within federal guidelines. This contains a module on Indiana politics and history. Three hours.

POS 3100 International Relations

This is an investigation into the principles and concepts which govern the relationship of the United States with the nations of the global community. Three hours.

POS 3760 Britain and the World, Honors

This honors course is an investigation of modern Britain and its global influence from c. 1485 to the present. Classes will be in a seminar format that encourages discussions of important primary and secondary source materials and relevant themes. Themes to be discussed will include the rise of constitutional monarchy, the growth of the common law, the rise and decline of Protestantism, the influence of social reform movements, the growth and consequences of empire, the various cultures within Great Britain, and the Anglo-American influence in the world in the 21st century. Prerequisites: At least a 3.0 grade point average. Three hours.

POS 3950 Islam, Politics, and the Middle East

This course examines the religious origins, political development, and geographic expansion of the Islamic World and its relationship to western society. It addresses the relationship between Islam, Judaism and Christianity, examines the Crusades, the Palestinian-Israeli Conflict as well as recent political tensions between the United States and the Middle East since the 1970s. It also examines perceptions of Islam as well as the rise of Islamic fundamentalism and Jihadist movements. Three Hours.

POS 4400 Selected Topics in Political Science

This is a directed program of reading and discussion concerning specifically selected topics in political science. This may involve a field trip experience. Three hours.

POS 4950 Political Science Internship

Students are to observe and to participate in the activities of an organization that promotes professional development. Students may choose from a wide range of activities involving work with political organizations or specific politicians. Credit is awarded based upon the intensity and length of involvement and also upon the number of learning objectives accomplished. Students are to meet in a seminar format once a month with an instructor for encouragement and personal development and assessment. Three to six hours.

** The political science program is also supported by course options in other disciplines including communication and criminal justice. (Consult check sheet for details.)

HUMANITIES CAPSTONE

HUM 4900 Humanities Capstone Seminar

This team taught and interdisciplinary seminar is meant to be among students' final educational experiences before degree completion (juniors and seniors). As such, its components are designed to allow students to showcase the academic abilities they have acquired through their degree program (thesis and project component) as well as challenge students to think about the transition to the next step in their professional careers. Students will participate in both interdisciplinary plenaries as well as discipline specific seminars. Students will give a final presentation of their theses or projects at an interdisciplinary symposium. 3 hours. 1 APL

Department of Languages, Literature, and Communication



Faculty

Lauren G. Rich, Ph.D.
Department Chair
English and Journalism Program
Director

Melanie V. Eller, M.A.
Director of Forensics

Brent M. Krammes, Ph.D., M.F.A.

Patrick S. Loeb, Ph.D.
Communication Program Director

Benjamin Navarro, M.A.

Lindsey K. Richter, Ph.D.
Modern Languages Program Director

Paulette G. Sauders, Ph.D.

Michael L. Yocum, M.A.,

Part-time Faculty:

Calla J. Andrews, M.A.

Frank S. Benyousky, M.A.

Kimberly M. Burkett, M.A.

Lois A. Buss, M.A.

Dustin M. Hickle, B.A.

Sarah Lavy, M.A.

Lisa R. Lukens, M.S.

Kristi L. Manduka, M.A.

Jacqueline S. Schram, M.A.

Terry D. White, Ed. D., M.A.

Department Purpose & Mission

With a simple phrase, “Let there be light,” God created the world, and with breath from His lungs, He gave humans life, purpose, and the capacity for language. We believe that sustained study of communication in all its forms—linguistic, written, verbal, creative, etc.—enhances our understanding of our Creator, our world, and ourselves. The Languages, Literature, and Communication Department comprises three academic programs: the English and Journalism Program, the Communication Program, and the Modern Language Program.

English and Journalism Program

Recognizing that God is the creator of language, Grace’s English and Journalism Program seeks to deepen students’ understanding of the complexities and creative potential of language. Our English curriculum is designed to acquaint students with a wide variety of literature and interpretive approaches, and to enhance students’ critical thinking, research, and communication skills. The journalism major and minor are intended for those who wish to develop writing and editing skills for use in print, broadcast, and digital media, as well as business and politics. Both the English and journalism majors provide opportunities for practical, hands-on experience through involvement with our campus newspaper, literary magazine, and other publications, as well as off-campus internships and applied learning experiences.

The English and Journalism Program offers a major in English, a major in English Education, a major in journalism, a minor in English, a minor in creative writing, and a minor in journalism. We also offer a minor in TESOL (Teaching English to Speakers of Other Languages), and a linguistics minor.

ENGLISH MAJOR (B.A.)

The course requirement for a major in English is 48 hours in the department. A minor is required for the English major.

Required Courses (30 hours):

ENG 2300 Advanced Writing Theory & Grammar

ENG 3170 Creative Writing & Workshop

LIT 2000 Introduction to Literary Studies

LIT 2150 British Literature I

LIT 2160 British Literature II

LIT 2200 American Literature I

LIT 2210 American Literature II

LIT 3000 Classics of World Literature

LIT 3280 Shakespeare

HUM 4900 Humanities Capstone Seminar

Literature Electives – choose 5 courses from the following (15 hours):

LIT 3251 Genre Study: Poetry

LIT 3261 Genre Study: Drama

LIT 3265 Genre Study: Short Story

LIT 3240 Christian Classics

LIT 3420 C.S. Lewis

LIT 3430 Women Writers

LIT 3540 Topics in Contemporary Literature

LIT 3670 Young Adult Literature

LIT 3750 Selected Topics in Literature

LIT 3800 Topics in French Literature

LIT 4200 Major Authors

LIT 4350 Literary Theory

JOU 3130 Editing

Applied Learning Requirement – choose from the following (3 hours):

ENG 4101-03 Literary Magazine Practicum

ENG 4830 English Internship

JOU 1610-30 Practical Journalism

ENGLISH EDUCATION MAJOR (B.A.)

The English education major is designed for students intending to teach English Language Arts at the secondary level. In addition to fulfilling the professional education requirements in the School of Education, the requirement for a teaching major in English is 39 hours in the department. No minor is required for this major.

Required Courses (33 hours):

ENG 2300 Advanced Writing Theory & Grammar

ENG 3170 Creative Writing & Workshop

LIT 2000 Introduction to Literary Studies

LIT 2150 British Literature I

LIT 2160 British Literature II

LIT 2200 American Literature I

LIT 2210 American Literature II

LIT 3000 Classics of World Literature

LIT 3280 Shakespeare

LIT 3670 Young Adult Literature

HUM 4900 Humanities Capstone Seminar

Literature Electives - choose 2 courses (6 hours):

LIT 3251 Genre Study: Poetry

LIT 3261 Genre Study: Drama

LIT 3265 Genre Study: Short Story

LIT 3240 Christian Classics

LIT 3420 C.S. Lewis

LIT 3430 Women Writers

LIT 3540 Topics in Contemporary Literature

LIT 3750 Selected Topics in Literature

LIT 3800 Topics in French Literature

LIT 4350 Literary Theory

LIT 4200 Major Author(s)

SED 3330 Literacy III (Diagnosis & Correction)

Professional Education Requirements (36 hours):

SED 1000 Teaching School in America

SED 2200 The School Age Child

SED 2210 Responsive and Differentiated Instruction

SED 2400 Teaching Exceptional Needs

SED 2500 Teaching in a Pluralistic Society

SED 2600 Teaching and Learning

SED 4700 The Moral Practitioner

SED 3600 Teaching in the Middle and High School Setting

SED 4620 Methods of Teaching Secondary English

SED 4900 Student Teaching and Seminar

NOTE: SED course descriptions can be found in the School of Education course listings.

JOURNALISM MAJOR

The course requirement for a major in journalism is 42 hours in journalism and related courses. The journalism major may be pursued as part of a B.A. or B.S. degree. A minor is required.

Required Courses (36 hours):

ART 2600 Digital Photography
COM 2170 Communication Ethics & Theories
COM 2700 Public Relations Principles
COM 3320 Critical Media Studies
ENG 2300 Advanced Writing Theory & Grammar
MDI 4330 Media Production
JOU 2140 Newspaper Journalism
JOU 2700 Layout & Design for Journalists
JOU 3130 Editing
JOU 3140 Writing for Publication
JOU 3150 Advanced Newspaper Journalism
HUM 4900 Humanities Capstone Seminar

Applied Learning Requirement (6 hours, including 6 APL):

JOU 1610-30 Practical Journalism
JOU 4910-30 Journalism Internship

NOTE: ART and MDI course descriptions can be found in the Department of Visual, Performing and Media Arts course listings.

CREATIVE WRITING MINOR

The requirement for a minor in creative writing is 18 hours.

Required Courses (6 hours):

ENG 3170 Creative Writing & Workshop
JOU 3140 Writing for Publication

Creative Writing Elective – choose 1 course (3 hours):

ENG 3232 Intermediate Fiction
ENG 3252 Intermediate Poetry
ENG 3180 Selected Topics in Creative Writing

English Electives – choose 2 courses (6 hours):

JOU 3130 Editing
LIT 3000 Classics of World Literature
LIT 3240 Christian Classics
LIT 3251 Genre Study: Poetry
LIT 3261 Genre Study: Drama
LIT 3265 Genre Study: Short Story
LIT 3420 C.S. Lewis
LIT 3430 Women Writers
LIT 3540 Topics in Contemporary Literature
LIT 3670 Young Adult Literature
LIT 3750 Selected Topics in Literature
LIT 3800 Topics in French Literature
LIT 3280 Shakespeare

LIT 4200 Major Author(s)
THT 4260 Religious Drama Workshop (1 APL)

Applied Learning Requirement – choose from the following (3 hours including 3 APL):

ENG 4001-03 Creative Writing Portfolio Practicum (1-3 APL)
ENG 4101-03 Literary Magazine Practicum (1-3 APL)

ENGLISH MINOR

The requirement for a minor in English is 21 hours in the department.

Required Courses (12 hours):

ENG 2300 Advanced Writing Theory & Grammar
LIT 2000 Introduction to Literary Studies
Select 2 of the following survey courses:
LIT 2150 British Literature I
LIT 2160 British Literature II
LIT 2200 American Literature I
LIT 2210 American Literature II

English Electives – choose 3 courses (9 hours):

ENG 3170 Creative Writing & Workshop
LIT 3000 Classics of World Literature
LIT 3240 Christian Classics
LIT 3251 Genre Study: Poetry
LIT 3261 Genre Study: Drama
LIT 3265 Genre Study: Short Story
LIT 3280 Shakespeare
LIT 3420 C.S. Lewis
LIT 3430 Women Writers
LIT 3540 Topics in Contemporary Literature
LIT 3670 Young Adult Literature
LIT 3750 Selected Topics in Literature
LIT 3800 Topics in French Literature
LIT 4200 Major Author(s)
LIT 4350 Literary Theory

JOURNALISM MINOR

The requirement for a minor in journalism is 21 hours in journalism and related courses.

Required Courses (15 hours):

ENG 2300 Advanced Writing Theory & Grammar
JOU 1610-30 Practical Journalism
JOU 2140 Newspaper Journalism
JOU 3130 Editing
JOU 3140 Writing for Publication

Journalism Electives – choose 2 courses (6 hours):

ART 2600 Digital Photography
COM 2170 Communication Ethics & Theories
COM 3320 Critical Media Studies
JOU 2700 Layout and Design for Journalists

JOU 3150 Advanced Newspaper Journalism
JOU 4910–4930 Journalism Internship

NOTE: ART course descriptions can be found in the Department of Visual, Performing and Media Arts course listings.

LINGUISTICS MINOR

Ideal for students who are motivated to serve as missionary translators and literacy workers in diverse cultures, the minor in linguistics is offered in cooperation with the Summer Institute of Linguistics. The requirement for the linguistics minor is 22 hours including 12 hours at Grace College and an additional 10 hours at the Summer Institute of Linguistics at the University of North Dakota.

Grace College coursework (12 hours):

ENG 2300 Advanced Writing Theory & Grammar
ENG 3300 Introduction to Linguistics
ENG 3420 Second Language Acquisition
ENG 4610 Practicum in Learner-Directed Second Language Acquisition

Summer Institute of Linguistics coursework (10 hours):

LNG 4500 Articulatory Phonetics
LNG 4520 Syntax and Morphology
LNG 4700 Intro to Sociolinguistics
LNG 4800 Second Language Acquisition Theory & Practice (using non-Indo-European language for lab)

TESOL MINOR

An 18-hour minor in Teaching of English to Speakers of Other Languages (TESOL) is available to interested students. The TESOL minor is ideal for students considering teaching English overseas or pursuing missions work. It is also useful for students entering the education field and may serve as preparation for graduate work. The TESOL minor does not result in certification for teaching in state-accredited schools, nor is it a part of the School of Education program.

Required Courses (18 hours):

ENG 3300 Introduction to Linguistics
ENG 3420 Second Language Acquisition
ENG 3610 TESOL Practicum (3 APL)
ENG 3700 TESOL Methods I: Listening & Speaking
ENG 3710 TESOL Methods II: Reading & Writing
ICS 3110 Intercultural Communication

NOTE: ICS course descriptions can be found in the School of Ministry Studies course listings.

Modern Languages Program

The purpose of the Grace College Modern Languages Program is to equip individuals to serve Christ in a global community. Program goals include helping students to communicate effectively in another language, gain knowledge and understanding of other cultures, and live intentionally as global citizens. These goals are supported by our integrative approach to language learning, which emphasizes authentic language environments and cultural as well as linguistic knowledge. In addition to courses from the beginning to advanced levels, we offer a number of co-curricular opportunities for language development and, for all language majors and some minors, an immersive study abroad component to enhance language learning.

The Study Abroad Program

For language majors and some minors, Grace's Study Abroad Program requires qualified students to study abroad. Through this cross-cultural, immersive language experience, students become more proficient speakers while learning to appreciate other cultures. They are placed with a host family, participate in the life of a local church, and are enrolled in some of the world's best-known universities, with whom Grace has transfer and credit agreements. By signing a language pledge, students commit to speak the target language throughout their experience and therefore attain near-native fluency by the end of the program. With the help of the Director of Global Initiatives and the modern languages faculty, students select a program of study covering a wide variety of areas and disciplines in the target language.

Language students may satisfy their study abroad requirement by taking courses at the following approved member universities:

- STA 0400 *Universidad de Belgrano* – Buenos Aires, Argentina
- STA 0460 *Universidad Antonio de Nebrija* – Madrid, Spain
- STA 0640 *Latin American Studies Program* – San José, Costa Rica
- STA 0430 *Université de Bourgogne* – Dijon, France
- STA 0540 *Université Laval* – Quebec, Canada

Students typically register for 16–18 credit hours during a fall and spring semester and 12 credit hours during a summer term.

Students can participate in the following programs for languages not offered on campus (Chinese, Korean, Arabic, German, etc.).

- STA 0620 Middle East Program
- STX 3000 South Korea Exchange
- STA 0560 *Sommerhochschule of the Universität Wien* – Vienna, Austria
- STX 4000 *Károli Gáspár University of the Reformed Church in Hungary* –Budapest, Hungary

For further information regarding current member institutions and courses offered, please contact the Modern Languages Program Director or Director of Global Initiatives. Study Abroad Program locations and institutions are subject to change, based upon availability.

Language students are required to take the Oral Proficiency Interview (OPIc) to evaluate their proficiency in their target language. For students in the language education program, the minimum level for graduation is Advanced Low.

Bachelor of Arts Language Requirement

The Bachelor of Arts degree requires that students demonstrate proficiency in a single language. This may be accomplished in the following ways:

- Students complete two courses (6 credits) in a single modern or ancient language (e.g., Spanish, French, Hebrew, Greek, or any language currently offered through Go Study or Go Exchange). Students with prior language instruction and/or strong language skills may take the online Foreign Language Placement Exam (FLPE) to determine in which course level to enroll.
- Students who place into the 2020-level of a language (e.g., SPA 2020) based on the online Foreign Language Placement Exam (FLPE) may contact the Modern Languages Program Director and arrange to take the department exam. The fee for the department exam is \$120. Students who score in the “Advanced Mid” level on the department exam may receive credit for 2010 (3 credits), and enroll in 2020 (3 credits) to satisfy the B.A. language requirement. Students wishing to pursue this option should schedule the department exam within the first four weeks of their first semester at Grace College and Seminary.
- Students who place *beyond* the 2020-level of a language (e.g., SPA 2100) based on the online Foreign Language Placement Exam (FLPE) may contact the Modern Languages Program Director and arrange to take the department exam. The fee for the department exam is \$120. Students who score in the

“Advanced High” level on the department exam may receive credit for 2010 and 2020 (6 credits), thereby satisfying the B.A. language requirement. Students wishing to pursue this option should schedule the department exam within the first four weeks of their first semester at Grace College and Seminary.

- Students may earn language credits based on their Advanced Placement (AP) language exam score. Students with a score of 4 or 5 on an AP language exam receive credit for 1020 (3 credits) and enroll in 2010 to satisfy the B.A. language requirement.

Foreign Language Placement Examination (FLPE)

Students with previous language experience in Spanish or French should complete the Foreign Language Placement Examination (FLPE) prior to arriving on campus. There is no cost for the placement exam. Go to <http://webcape.byuhtrsc.org/>. Select “Grace College” on the drop-down menu, type in “Lingua” as the password, select “French” or “Spanish” as the language, complete the short survey, and begin the examination. Each question is selected based on previous responses and the test is usually completed within 30 to 45 minutes. *Please note that the online Foreign Language Placement Exam (FLPE) is a placement exam only; no credits will be awarded based on the FLPE.*

Department Exam

Students who place into or beyond the 2020-level on the Foreign Language Placement Examination (FLPE) may contact the Modern Languages Program Director to arrange to take the department exam, which is the ACTFL OPIc. Unlike the FLPE, the department exam is a credit-bearing exam that tests oral proficiency. The fee for the department exam is \$120. Students who score in the “Advanced Mid” level on the department exam receive credit for 2010 (3 credits). Students who score in the “Advanced High” level receive credit for 2010 and 2020 (6 credits). Students who score below the “Advanced Mid” level on the department exam receive no credits. Students must schedule the department exam within the first four weeks of their first semester at Grace College and Seminary.

CLEP Examination

CLEP Examination Credits may not be used to satisfy the B.A. language requirement. Students who complete a foreign language CLEP exam will receive general elective credit that will count toward overall credits needed to graduate.

International Students and Foreign Transfer Credits

Students who have received the equivalent of a high school diploma in a country in which the primary language is other than English may be granted the language requirement for a B.A. through transfer credits. In order to receive the 6 transfer credits, students must submit the foreign high school transcript to the Modern Languages Program Director for approval.

Modern Languages Majors

The French and Spanish majors provide an opportunity for focused study in a single language. The requirement for the language majors is 40-42 hours in the department. A minor is required. For all language majors, at least 12 hours must be taken through an approved study abroad program.

FRENCH MAJOR

Language Requirements (21 hours):

FRE 2010 Intermediate French I

FRE 2020 Intermediate French II

FRE 2120 Advanced French Conversation
FRE 3870 The Art of French Composition
FRE 3800 Topics in French Literature
FRE 3880 French & Francophone Culture & Civilization
ENG 3300 Introduction to Linguistics

Study Abroad (16 credit hours) *

Final Requirements (3 hours):

OPIc Oral Proficiency Interview by computer
HUM 4900 Humanities Capstone Seminar

Upon returning to Grace, any student still needing hours in the major area may take a combination of the following courses:

FRE 3810 Readings
FRE 3920 Independent Study
FRE 4520 French Teaching Practicum

***Study Abroad Note:**

A minimum of 12 credit hours must be taken abroad at Université de Bourgogne, Dijon, France, or at Laval University, Quebec, Canada.

SPANISH MAJOR

Language Requirements (9 hours):

SPA 2010 Intermediate Spanish I
SPA 2020 Intermediate Spanish II
SPA 2100 Advanced Spanish Communication & Civilization

Study Abroad (30 hours) *

Final Requirements (3 hours):

OPIc Oral Proficiency Interview by computer
HUM 4900 Humanities Capstone

Upon returning to Grace, any student still needing credits in the major area may take a combination of the following courses:

SPA 3810 Readings
SPA 3920 Independent Study
SPA 4520 Spanish Teaching Practicum

***Study Abroad Note:**

A minimum of 24 hours must be taken overseas at Universidad de Belgrano, Buenos Aires, Argentina; Universidad Antonio de Nebrija, Madrid, Spain; or Latin American Studies Program, San José, Costa Rica.

WORLD LANGUAGES MAJOR

World Languages is a unique and ambitious major, designed for the language expert. It is intended for individuals who want to attain proficiency in three languages beyond English. Students will gain an advanced level of proficiency in French and Spanish and an intermediate level in a third language. This major is recommended for students who have had previous successful study in language. The requirement for a world languages major varies based on prior

language experience and placement level, but is typically around 51 hours in the department, including at least 12 hours taken through an approved study abroad program. No minor is required.

Option 1: 1 Semester Study Abroad (Spanish, French & 1 Biblical Language)

SPA 2010/2020 Intermediate Spanish I & II
SPA 2020 Advanced Spanish Communication & Civilization
FRE 2010/2020 Intermediate French I & II
FRE 2120 Advanced French Conversation
FRE 3—Choose 2 upper-level French electives
GRE/HEB Greek OR Hebrew Proficiency (through 1030)
HUM 4900 Humanities Capstone Seminar
On-Campus Elective – select 1:
 FRE 3--- Additional upper-level French elective
 ENG 3300 Introduction to Linguistics
 ICS 3110 Intercultural Communication
 ICS 3210 Applied Cultural Anthropology
 ICS 3650 Intercultural Ministry
Study Abroad Requirement:
 STA --- 3000+ level electives in Spanish (12-16 hours)

Option 2: 2 Semesters Study Abroad (Spanish, French & Off-Campus Language)

SPA 2010/2020 Intermediate Spanish I & II
SPA 2020 Advanced Spanish Communication & Civilization
FRE 2010/2020 Intermediate French I & II
FRE 2120 Advanced French Conversation
FRE 3--- Choose 2 upper-level French electives
HUM 4900 Humanities Capstone Seminar
Study Abroad Requirements:
 STA --- Beginning & Intermediate levels of Chinese, German, Arabic, Japanese, Hungarian, or Korean (12-16 hours)
 STA ---3000+ level electives in Spanish (12-16 hours)

***Study Abroad Note:**

A minimum of 12 credits for Option 1 and 24 credits for Option 2 must be taken overseas at Universidad de Belgrano, Buenos Aires, Argentina; Universidad Antonia de Nebrija, Madrid, Spain; Université de Bourgogne, Dijon, France; Laval University, Quebec, Canada; Latin American Studies Program, San José, Costa Rica; Handong University, South Korea; Gaspar Karoli, Hungary; Sommerhochschule U. of Vienna, Austria .

Modern Languages Education Major

The requirement for a teaching major in French and Spanish is 36 hours in the department, a portion of which are completed through an approved study abroad program. In addition to the above requirements, a student must also meet the requirements of the professional education core, a total of 36 semester hours. No minor is required.

FRENCH EDUCATION MAJOR

Language Requirements (18 hours):

FRE 2010 Intermediate French I
FRE 2020 Intermediate French II
FRE 2120 Advanced French Conversation
FRE 3800 Topics in French Literature
FRE 3870 The Art of French Composition
FRE 3880 Topics in French & Francophone Culture & Civilization

OPIc Oral Proficiency Interview by computer (Advanced Low – minimum requirement)

Study Abroad – upper level electives (18 hours) *

Professional Education Requirements (36 hours):

SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2210 Responsive and Differentiated Instruction
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3600 Teaching in the Middle and High School
SED 4630 Methods of Teaching Foreign Language
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

Upon returning to Grace, any student still needing hours in the major area may take a combination of the following courses:

FRE 3810 Readings
FRE 3920 Independent Study
FRE 4520 French Teaching Practicum

*Study Abroad Note:

A minimum of 12 credit hours must be taken overseas at Université de Bourgogne, Dijon, France, or Laval University, Quebec, Canada.

SPANISH EDUCATION MAJOR

Language Requirements (9 hours):

SPA 2010 Intermediate Spanish I
SPA 2020 Intermediate Spanish II
SPA 2100 Advanced Spanish Communication and Civilization
OPIc Oral Proficiency Interview by computer (Advanced Low – minimum requirement)

Study Abroad - upper level electives (30 hours) *

Professional Education Requirements (36 hours):

SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2210 Responsive and Differentiated Instruction
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3600 Teaching in the Middle and High School
SED 4630 Methods of Teaching Foreign Language
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

Upon returning to Grace, any student still needing credits in the major area may take a combination of the following courses:

SPA 3810 Readings
SPA 3920 Independent Study

SPA 4520 Spanish Teaching Practicum

***Study Abroad Note:**

A minimum of 24 hours must be taken overseas at Universidad de Belgrano, Buenos Aires, Argentina; Latin American Studies Program, San José, Costa Rica; Universidad Antonio de Nebrija, Madrid, Spain.

Modern Languages Minors

Students must complete 21 hours of intermediate and advanced language study in order to fulfill the requirements for the minors in French and Spanish. For Spanish minors, at least 12 of these hours must be taken through an approved study abroad program.

FRENCH MINOR

Language Requirements (21 hours):

FRE 2010 Intermediate French I

FRE 2020 Intermediate French II

FRE 2120- Advanced French Conversation

FRE 3800 Topics in French Literature

FRE 3870 The Art of French Composition

FRE 3880 Topics in French & Francophone Culture & Civilization

ENG 3300 Introduction to Linguistics

SPANISH MINOR

Language Requirements (9 hours):

SPA 2010 Intermediate Spanish I

SPA 2020 Intermediate Spanish II

SPA 2100 Advanced Spanish Communication & Civilization

Study Abroad – upper level electives (12 hours) *

***Study Abroad Note:**

A minimum of 12 hours must be taken overseas at Universidad de Belgrano, Buenos Aires, Argentina; Latin American Studies Program, San José, Costa Rica; or Universidad Antonio de Nebrija, Madrid, Spain.

Communication Program

The Communication Program aims to promote an awareness of the complexities of the human communication process, to assist in the refinement of communication skills, and to encourage the free and responsible use of communication abilities and mediums. The study of communication is especially recommended for students who are considering future occupations as a communication specialist at any sized organization, or in preparation for graduate work. The major is also beneficial for those considering work in public relations, management, human resources, missions, journalism, counseling, marketing, consulting, law, media communications, personnel management, teaching, or ministry.

Communication majors take a common 39 credit communication core designed to expose students to both the theories and techniques of modern communication, and prepare them for communicative competency with a wide array of mediums including public relations, digital communication, html/internet communication, and both written and spoken communication. Other intentional competencies include argumentation theory and persuasion.

The second area of courses taken by each major consists of 9 hours of electives to be chosen from courses offered or approved by the department.

Lastly, all communication majors take a variety of repeatable workshop experiences designed to let students apply and hone their communication skills in an on-campus setting. Each semester-long workshop earns 1 applied learning

credit. Two workshops are required to graduate from the communication major. The communication major may be pursued as part of a B.A. or B.S. degree. A minor is required.

COMMUNICATION MAJOR

Communication Foundation (39 hours):

COM 2020 Advanced Presentation Skills
COM 2130 Interpersonal Communication
COM 2170 Communication Ethics & Theories
COM 2700 Public Relations Principles
COM 3030 Persuasion
COM 3320 Critical Media Studies
COM 3460 Organizational Communication & Behavior
COM 3500 Communication Research Methods
COM 4140 Argumentation and Debate
ENG 2300 Advanced Writing Theory and Grammar
HUM 4900 Humanities Capstone Seminar
ISM 2700 HTML and Web Design
MDI 4330 Media Production
PRO 2840 Career Institute

Communication Electives - choose 3 courses (9 hours):

CIN 3270 Introduction to Cinema
CIN 3300 Film Faith and Popular Culture
COM 2610 Political Communication
COM 3340 American Political Rhetoric
COM 3600 Social Media Communication
COM 3800 Selected Topics in Communication
COM 4240 Public Relations & Advertising Writing
COM 4910-4930 Communication Internship
ICS 3110 Intercultural Communication
THT 3210 Introduction to Theater

Workshop Experiences – choose 2 workshops (one semester, 1 APL each)

COM 4000 Journalism Workshop
COM 4001 Forensics Workshop
COM 4002 Public Forum Workshop
COM 4004 Back in Five/Remnant Workshop
COM 4005 Literary Magazine Workshop
COM 4006 Roots Yearbook Workshop
COM 4007 Center for Career Connections Workshop
COM 4008 Audio Production Workshop

NOTE: Course descriptions for CIN, MDI and THT can be found in the Department of Visual, Performing, and Media Arts course listings. Course descriptions for ISM and PRO can be found in the School of Business course listings. Course descriptions for ICS can be found in the School of Ministry Studies course listings.

Communication Minors

The Communication Program also offers a variety of minors for communication students who would like to further specialize their education, or for students from other majors who desire a communication background as part of their broader education. Minor options are communication, political communication, and public relations.

COMMUNICATION MINOR

Required Courses (12 hours):

COM 2020 Advanced Presentation Skills
COM 2170 Communication Ethics & Theories
COM 3030 Persuasion
ENG 2300 Advanced Writing Theory and Grammar

Electives – choose 3 courses (9 hours)

COM 2130 Interpersonal Communication
COM 2700 Public Relations Principles
COM 3320 Critical Media Studies
COM 3460 Organizational Communication & Behavior
COM 3500 Communication Research Methods
COM 4140 Argumentation and Debate
THT 3210 Introduction to Theatre

POLITICAL COMMUNICATION MINOR

Required Courses (15 hours):

COM 2610 Political Communication
COM 3340 American Political Rhetoric
COM 4140 Argumentation and Debate
POS 2010 Intro to Political Thought
POS 2200 Intro to American Government

Electives – choose 2 courses (6 hours):

COM 3460 Organizational Communication & Behavior
COM 4930 Communication Internship
POS 3010 State and Local Government
POS 3100 International Relations

PUBLIC RELATIONS MINOR

Required Courses (15 hours):

COM 2700 Public Relations Principles
COM 3500 Communication Research Methods
COM 4240 Public Relations & Advertising Writing
MKT 2150 Marketing Principles
MKT 3430 Advertising and Promotion

Electives – choose 2 courses (6 hours):

COM 2610 Political Communication
COM 3030 Persuasion
COM 3460 Organizational Communication & Behavior
COM 3600 Social Media Communication

INTERDISCIPLINARY STUDIES MAJOR

Housed within the Department of Languages, Literature, and Communication, the interdisciplinary studies major effectively allows students to create their own major with a total of 54 credit hours. Students in this major will integrate a variety of disciplines as part of their work at Grace College in pursuit of either a B.A. or B.S. degree. Students will graduate with knowledge that spans the curriculum yet is tailored to fit specific interests. Designed to promote creativity, original problem solving, and greater curriculum flexibility, this unique major requires completion of 15 credits in each of three curricular areas with the goal of synthesizing these areas into a unifying interest. The resulting integration will culminate in a substantial senior project and related internship. Students must have a 3.0 GPA and successfully complete a curriculum proposal and interview process to be eligible for admission into the

program. Students who are in good academic standing following their first year of study at Grace may apply for acceptance into this major. A minor is not required. For more information and sample curricula, contact the Interdisciplinary Studies advisor, Dr. Lauren Rich.

INTERDISCIPLINARY MAJOR

Curricular Area #1 (15 hours)

Curricular Area #2 (15 hours)

Curricular Area #3 (15 hours)

Additional Required Courses (9 hours)

HUM 4730 Interdisciplinary Internship

HUM 4810 Interdisciplinary Senior Research Project

HUM 4900 Humanities Capstone Seminar

COURSE DESCRIPTIONS

COMMUNICATION COURSES

COM 1100 Public Speaking in Society

A study of communication theory as applicable to public speaking. Students explore the components of an effective speech, as well as current applications of speaking skills. Emphasis will be placed on practicing and displaying these skills. Three hours.

COM 2020 Advanced Presentation Skills

A continuation of COM1100 with the development of a marked degree of skill in the preparation of material for various public settings. Prerequisite: COM1100, or demonstration of competency and junior status. Three hours.

COM 2130 Interpersonal Communication

An examination of the process of communication and interpersonal relationships focusing on the role of the self, people perception, the environment, and the interaction of interpersonal orientations. Personal skills in resolving conflict and stimulating friendships are examined through exposure to theory, practical exercises, and the analysis of experiences in current relationships. Three hours.

COM 2170 Communication Ethics and Theories

This course explores moral reasoning and practice in the communication field as well as the major theoretical approaches to communication. Case studies will be used to examine truth telling, business pressures, deception, fairness, privacy, social justice, and the relationship between ethics, theories, and practice. Applications in advertising, the entertainment industry, politics, and the church. Three hours.

COM 2610 Political Communication

An introductory course to the study of political communication. Topics include political theory, campaign communication, public address, navigating media, and electoral politics. Three hours.

COM 2700 Public Relations Principles

An introduction to the theory and practice of public relations, emphasizing its publics, management function, writing skills, communication processes, tools, and professional ethics. Each student will work with a community partner to facilitate some aspect of PR in a real-world setting. Prerequisite: COM 1100. Three hours.

COM 3030 Persuasion

An overview of the sources, formats, and features of persuasion. Students analyze persuasion in political, religious, advertising, and everyday rhetorical settings. They also examine the nature of effective and ineffective persuasion. Students will make persuasive presentations. Prerequisite: COM 1100. Three hours.

COM 3320 Critical Media Studies

A critical survey of mass media and its effect on societal structure. This course surveys media from a variety of perspectives in order to understand the role that media has in shaping various worldviews. It explores economic controls, governmental controls, problems, effects of media, and societal evolution of the information and entertainment media. Three hours.

COM 3340 American Political Rhetoric

This junior-level seminar course is an overview of the history and confluence of rhetoric and policy decisions. Content spans the 450-year history of American identity in an effort to identify and understand the traits that have constituted American political discourse. Topics include, but are not limited to, the speeches and writings of early explorers, presidents, civil rights leaders, suffragists, businesspeople, and religious leaders. Three hours.

COM 3460 Organizational Communication and Behavior

A survey of various applications of communication theory to business and organizational life. Special emphasis is given to small groups, interviewing skills, and persuasive proposals. Prerequisite: COM 1100. Three hours.

COM 3500 Communication Research Methods

A survey of the methods used in communication research. Students will examine and critique methods, as well as participate in their own research projects using the course instruction. Prerequisite: COM 2170. Three hours.

COM 3600 Social Media Communication

An in-depth course covering the burgeoning importance of social media as a communication outlet. Includes analysis of culture shift leading to social media's powerful impact and tools for analyzing social media effectiveness. Three hours.

COM 3800 Selected Topics in Communication

A selected communication topic offered on an as-available basis. Content may include historical communication, specialized communication theory, special projects, or timely topical subjects. Three hours.

COM 4140 Argumentation and Debate

An examination of the logical structure and function of argument in oral and written discourse with special attention given to fallacies and test of evidence. Students will engage in two-person and four-person classroom debates. Prerequisite: COM 1100. Three hours.

COM 4240 Public Relations and Advertising Writing

This course is designed to give students an orientation to and practice in the principles, techniques, formats, and skills necessary to be a writer in these exciting fields. Students will develop specific pieces such as press releases, internal memos, fact sheets, and public service announcements, commercials and promotions for print, electronic media and the Web. Prerequisite: COM 2700. Three hours.

COM 4910–4930 Communication Internship

An independent, communication-related internship monitored by a department faculty member and by an on-site supervisor. The student may spend from 20 to 50 on-site hours per course hour through the semester at the job site. Some internships are paid positions. Internships must be arranged through department faculty. One to three hours.

HUM 4900 Humanities Capstone Seminar

This team taught and interdisciplinary seminar is meant to be among students' final educational experiences before degree completion (juniors and seniors). As such, its components are designed to allow students to showcase the academic abilities they have acquired through their degree program (thesis and project component) as well as challenge students to think about the transition to the next step in their professional careers. Students will participate

in both interdisciplinary plenaries as well as discipline specific seminars. Students will give a final presentation of their theses or projects at an interdisciplinary symposium. Three hours (1 APL).

Workshops

COM 4000 Journalism Workshop (Semester)

A semester-long practicum with the *Sounding Board*. Includes involvement with planning, writing, editing the school newspaper. 0 hours. 1 APL.

COM 4001 Forensics Workshop (Semester)

A semester-long practicum involving prepared public speaking. Includes speech research, preparation, memorization, and presentation. May include traveling to competitions. 0 hours. 1 APL

COM 4002 Public Forum Workshop (Semester)

A semester-long practicum involving organizing, scheduling, and leading a round table public discussion forum series for the college. 0 hours. 1 APL

COM 4004 Back in Five/Remnant Workshop (Semester)

A semester-long practicum participating in one of Grace's student-led performance troupes. Note that these involvements are only available to those who have auditioned for and have been selected for the position. 0 hours. 1 APL.

COM 4005 Literary Magazine Workshop (Semester)

A semester-long practicum working the student literary magazine. Activities may include editing, reviewing, or laying out the magazine, assisting with promotion and event planning, etc. 0 hours. 1 APL.

COM 4006 Roots Yearbook Workshop (Semester)

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A semester-long practicum working with the Roots Yearbook. Activities may include planning meetings, writing, editing, reviewing, photography, or laying out the magazine. Also may include marketing the magazine. 0 hours. 1 APL.

COM 4007 Center for Career Connections Workshop (Semester)

A semester-long practicum working on a highly visible video project. Activities may include: coordinating with businesses to tape their location, interviewing businesses and employees (camera, tripod provided), edit videos (software provided), launch videos for student access, create searchable Applied Learning/internship database. 0 hours. 1 APL.

COM 4008 Audio Production Workshop (Semester)

A semester-long practicum working on podcasts and/or other audio recordings. Activities may include: creating content, conducting interviews, operating recording equipment, editing and postproduction, and promoting content. 0 hours. 1 APL.

ENGLISH AND LITERATURE COURSES

ENG 1020 Principles of Writing

A foundational college course in grammar and composition designed to help prepare students to succeed in ENG 1100 Effective Writing. Placement in this course is usually automatic, based on ACT and SAT verbal scores, high school English grades., and/or other indicators. This course emphasizes grammar review, paragraphing and organizational strategies, and other writing essentials. Three hours.

ENG 1100 Effective Writing

A course designed to help students develop and hone the skills necessary for clear and persuasive writing at the college level and beyond. The primary focus of the course is scholarly writing, though other genres such as the personal expressive narrative, rhetorical analysis, and position paper are also explored. Three hours.

ENG 2300 Advanced Writing Theory and Grammar

A course for students who have mastered college-ready writing and whose academic or career objectives require professional-level writing skills. This class is designed to introduce students to theories of written communication; expand their rhetorical skills; improve the clarity, accuracy, grammar, and structure of their writing; and give them experience writing for different audiences across a variety of platforms (including digital media). In addition to extensive writing, the course involves interactive workshops where students learn to give and receive useful feedback to improve their and others' writing. Prerequisite: ENG 1100 Effective Writing. Three hours.

ENG 3170 Creative Writing and Workshop

An introductory course emphasizing the process of narrative and creative writing. Clear expository writing is also stressed. The course offers a workshop approach with revision techniques and mutual criticism. Three hours (1 APL).

ENG 3180 Selected Topics in Creative Writing

A narrowly focused, upper-level creative writing course exploring a particular genre or style (for example, flash fiction, speculative fiction, novellas, screenplays, etc.), or a particular aspect of writing (for example, dialogue, action, etc.). Prerequisite: ENG 3170. Three hours.

ENG 3232 Intermediate Fiction

An intermediate creative writing course focusing on fiction through model readings, writing exercises, and workshops. Prerequisite: ENG 3170. Three hours.

ENG 3252 Intermediate Poetry

An intermediate creative writing course focusing on poetry through model readings of a variety of poetic forms, writing exercises, and workshops. Prerequisite: ENG 3170. Three hours.

ENG 3300 Introduction to Linguistics

A survey of the primary features of language, including phonology, morphology, semantics, first and second language acquisition, how the brain processes languages, and how languages change through linguistic examples and exercises drawn from a world-wide sample of languages. Three hours.

ENG 3420 Second Language Acquisition

A course focusing on the psychological and linguistic bases of language learning as well as recent theories concerning the application of linguistic science to methodology and materials in second language teaching. Three hours.

ENG 3700 TESOL Methods I: Listening and Speaking

A course to prepare students to teach English Language Learners (ELL) how to listen and thus learn how to speak English proficiently. Focusing on phonology, morphology, basic grammar, and listening skills, TESOL students will learn lesson planning strategies, specific language learning activities for the classroom, and instructional and assessment techniques. Students will visit area ELL classes to observe and learn from those instructors. Prerequisite: ENG 3420. Three hours.

ENG 3710 TESOL Methods II: Reading and Writing

A course to prepare students to teach English Language Learners (ELL) to read and write in English proficiently. Focusing on advanced grammar and pedagogical issues, students will learn different approaches to teaching writing

to ELL students, cover the connection between reading and writing, and learn techniques for assessing and responding to ELL students' writing. Students will visit area ELL classes to observe and learn from those instructors. Prerequisite: ENG 3420. Three hours.

ENG 3610 Teaching English to Speakers of Other Languages (TESOL) Practicum

Supervised teaching experience in the U.S. or abroad. Students will prepare lessons and materials, teach them to non-native English language learners, and assess student progress. Minimum of 50 hours teaching experience. Prerequisites: ENG 3700 and ENG 3710. Three hours.

ENG 4001-03 Creative Writing Portfolio Practicum

An intensive, independent creative writing practicum supervised by a faculty member and cumulating in a substantial portfolio of original work. Registration for this practicum requires instructor approval. One to three hours (1-3 APL).

ENG 4101-03 Literary Magazine Practicum

A practical experience organizing, editing, formatting, and promoting Grace College's literary magazine. Registration for this practicum requires instructor approval. One to three hours (1-3 APL).

ENG 4610 Practicum in Learner-Directed Second Language Acquisition

Practice in learning a new language without dependence on classroom instruction. Students will work with a native speaker of a language that is very different from languages the students already know. Prerequisite: ENG 3420 Second Language Acquisition. Three hours (3 APL).

ENG 4830 English Internship

An independent, English-related internship monitored by a department faculty member and by an on-site supervisor. The student may spend from 20 to 50 on-site hours per course hour through the semester at the job site. Some internships are paid positions. Internships must be arranged through department faculty. One to three hours (1-3 APL).

LIT 2000 Introduction to Literary Studies

This class serves as a gateway to the English major. It provides students with an intensive experience of discovering how literature makes meaning, acquaints students with the standard analytic modes of the discipline, and introduces students to literary scholarship at the college level and beyond. Three hours.

LIT 2150 British Literature I

A study of British literature from the Anglo-Saxon era through the eighteenth century concentrating on poetry, fiction, prose, and drama. The course introduces the major political, historical, cultural, and literary influences of each period, and considers how these forces shaped individual literary texts. Three hours.

LIT 2160 British Literature II

A continuation of the previous course, concentrating on Romantic, Victorian, modernist, and postmodern literature. The course introduces the major political, historical, cultural, and literary influences of each period, and considers how such forces shaped individual works of literature. Three hours.

LIT 2200 American Literature I

A survey of the development of American literature from colonial times through revolutionist, romantic, and transcendentalist prose, poetry, and fiction up to mid-nineteenth century, augmented by select longer fictional works. Three hours.

LIT 2210 American Literature II

A continuation of the above course concentrating on the rise of realism, modernist, and post-modernist literature in the genres of poetry, fiction, and prose, supported by select longer fictional works. Three hours.

LIT 3000 Classics of World Literature

An exploration of major works of world literature representing a variety of genres, periods, and/or cultures (excluding American and British). Three hours.

LIT 3240 Christian Classics

A survey of significant contributions in Christian literature including such authors as Lewis, Dante, Milton, Bunyan, MacDonald, Tolkien, and O'Connor. The course is designed to provide an integration of theology and literature, with special emphasis on close reading, interpretative analysis, and aesthetic appreciation of the literature. Three hours.

LIT 3251 Genre Study: Poetry

A study of poetry as a major form of literature, including an analysis of its verse forms, techniques of expression, and aesthetic values, along with thematic considerations. Three hours.

LIT 3261 Genre Study: Drama

A study of drama as a major form of literature, including the history and interpretative analysis of dramatic literature. Examples of ancient, medieval, neo-classical, modern, post-modern, and experimental drama are covered. Three hours.

LIT 3265: Genre Study: Short Story

A study of short story as a major form of literature, including an analysis of techniques, aesthetic values, and thematic considerations. Three hours.

LIT 3280 Shakespeare

A study of the era, life, and works of this great literary master, with a close reading and film viewing of his histories, comedies, and tragedies, as well as a study of his other poetic contributions. Three hours.

LIT 3420 C.S. Lewis

A survey of the works of C.S. Lewis which examines his apologetic, rhetorical, and literary powers. Attention is given to Lewis the fantasist, the science fiction prophet, and the theological storyteller. Three hours.

LIT 3430 Women Writers

A study of women's writing and critical perspectives. Topics and texts under consideration vary from class to class, but may focus on a specific theme, issue, genre, or time period. Three hours.

LIT 3540 Topics in Contemporary Literature

A study of works of fiction, poetry, drama, and/or nonfiction of the past 50 years. Topics under consideration vary from class to class, but may include a chronological introduction to the development of contemporary literature, a particular genre, a consideration of a theme or issue common across a number of works, and/or a study of works in the context of historical, aesthetic, or cultural events. Three hours.

LIT 3670 Young Adult Literature

A study of the history, characteristics, genres, and cultural and pedagogical significance of young adult literature. This course also addresses issues related to the teaching and study of young adult literature such as censorship, diversity, and curriculum development. Three hours.

LIT 3750 Selected Topics in Literature

Content varies class by class, but features an intensive focus on a specific topic, genre, theme, period, culture or region, etc. Examples include Science Fiction & Fantasy, Mythology, Introduction to Irish Literature, etc. LIT 3750 is a cumulative course and may be taken more than once, provided the content is substantially different each time. Three hours.

LIT 3800 Topics in French Literature

A study of French literary genres, periods, and authors. Topics vary, but may include a thematically-focused survey from medieval to contemporary French literature, the development of a genre, or a literary movement in a particular period. Students will develop a lexical and analytical toolkit for analyzing literary expression, and will learn to substantiate and develop ideas through interpretative essays and classroom discussion. No prior knowledge of French language is required for students taking this as a literature elective; major reading and written assignments will be in English. See FRE 3800 for a cross-listed section of this course for French language students. Three hours.

LIT 4200 Major Author(s)

A concentrated study of the works of a particular author (such as Chaucer, Joyce, or Austen), pair of authors (such as Hemingway & Fitzgerald) or small group of authors (such as The Bloomsbury Group or The Inklings). Topics and texts vary by class. LIT 4200 is a cumulative course and may be taken more than once, provided the content is substantially different each time. Three hours.

LIT 4350 Literary Theory

An intensive study of the major theories and schools of literary criticism, such as formalism, reader-oriented criticism, deconstruction, new historicism, etc. The course features representative readings and application to selected texts, and is especially recommended for students considering a graduate degree in English. Three hours.

HUM 4900 Humanities Capstone Seminar

This team taught and interdisciplinary seminar is meant to be among students' final educational experiences before degree completion (juniors and seniors). As such, its components are designed to allow students to showcase the academic abilities they have acquired through their degree program (thesis and project component) as well as challenge students to think about the transition to the next step in their professional careers. Students will participate in both interdisciplinary plenaries as well as discipline specific seminars. Students will give a final presentation of their theses or projects at an interdisciplinary symposium. Three hours (1 APL).

JOURNALISM COURSES

JOU 1610–1630 Practical Journalism

Practical experience in journalism. Experience may involve work on the college newspaper, yearbook, or literary magazine. Course credit is determined by the advisor of the publication commensurate with the nature of the student's involvement and responsibility. One to three hours, repeatable.

JOU 2140 Newspaper Journalism

A course that gives instruction and practice in writing for newspapers, including current news, features, sports, government, editorials, etc. Includes practical experience writing for the local newspapers. Prerequisite: ENG 1100. Three hours.

JOU 2700 Design and Layout for Journalists

A laboratory, hands-on course in which students are exposed to InDesign and Adobe Photoshop while learning the most up-to-date principles of layout and design for newspapers, magazines, the Web, and other media. Three hours.

JOU 3130 Editing

A course that gives instruction and practice in the preparation of copy for publication, including copy editing, proofreading, AP style, headline writing, picture cropping, typography, legal considerations, and layout and design for newspapers, magazines, and other media. Three hours.

JOU 3140 Writing for Publication

A magazine writing course involving the writing and marketing of free-lance articles to periodicals and online publications. Publication of articles is a goal of the course. Three hours.

JOU 3150 Advanced Newspaper Journalism

A course that builds on the fundamentals of newspaper reporting learned in Newspaper Journalism to augment reporting and writing skills. Emphasis will be placed on developing critical thinking and research skills, as well as conforming to AP style. Non-traditional methods of reporting will also be examined. Prerequisite: JOU 2140. Three hours.

JOU 4910–4930 Journalism Internship

The well-qualified student further develops journalistic skills by placement in a professional environment on or off the campus. Close supervision and evaluation by on-site supervisor and department faculty member are intrinsic parts of the program. One to three hours.

MODERN LANGUAGES COURSES

FRE 1010–1020 Beginning French Language and Culture I and II

Students are put in the presence of authentic, unsimplified French and are trained to use it in the dynamic context of communication. Emphasis is placed on oral proficiency, the development of skills, self-expression, and cultural insight. Online laboratory work is required. Three hours each.

FRE 2010–2020 Intermediate French Language and Culture I and II

Continuation of language study advancing students toward comprehension, speaking, reading, and writing while gaining a deeper appreciation for the francophone culture, language, and people. Online laboratory work is required. Prerequisites: FRE 1020 or its equivalent. Three hours each.

FRE 2120 Advanced French Conversation (replaces Advanced Communication and Civilization)

This course improves oral expression through pronunciation exercises, vocabulary building, and development of communicative strategies. Students will build fluency in small group speaking activities and practice comprehension through engagement with video and audio media. In-class discussions are based on short readings from the contemporary French-speaking world. Assignments include oral presentations, debates, interviews, and creative assignments such as podcasts. Prerequisite: FRE 2020 or its equivalent. Three hours.

FRE 3870 The Art of French Composition

This course improves written proficiency through intensive study of grammatical and syntactical structures and rhetorical styles. Assigned readings include examples from fiction and non-fiction genres. Students will build writing skills through regular exercises and compositions ranging from creative to expository styles. All work in French. Prerequisite: FRE 2120 or its equivalent. Three hours.

FRE 3800 Topics in French Literature (Cross-listed as LIT 3800)

A study of French literary genres, periods, and authors. Topics vary, but may include a thematically-focused survey from medieval to contemporary French literature, the development of a genre, or a literary movement in a particular period. Students will develop a lexical and analytical toolkit for analyzing literary expression, and will learn to substantiate and develop ideas through interpretative essays and classroom discussion. Major reading and written assignments will be in French. See LIT 3800 for a cross-listed section of this course for non-French-speaking students. Prerequisite (for French students): FRE 2020 or its equivalent. Three hours.

FRE 3880 French & Francophone Culture & Civilization

An interdisciplinary study of French and Francophone culture. Topics vary, but may include studies in literature, art and architecture, film, or music, or may focus on cultural, social, or political events in a particular period. Students will learn to analyze cultural objects—verbal, visual, and material—within a historical context, and will bridge different disciplinary frameworks in class discussions and critical essays. Prerequisite: FRE 2120. Three hours.

SPA 1010–1020 Beginning Spanish Language and Culture I and II

Students are put in the presence of authentic, unsimplified Spanish and are trained to use it in the dynamic context of communication. Emphasis is placed on oral proficiency, the development of skills, self-expression, and cultural insight. Online laboratory work is required. Three hours each.

SPA 2010–2020 Intermediate Spanish Language and Culture I and II

Continuation of language study, advancing students toward comprehension, speaking, reading, and writing while gaining a deeper appreciation for the Spanish-speaking culture, language, and people. Online laboratory work is required. Prerequisites: SPA 1020 or its equivalent. Three hours each.

SPA 2100 Advanced Communication and Civilization

This course provides a link between basic language work done thus far and the increasingly diversified advanced work students will encounter overseas. The class is designed to prepare students for the academic standards and teaching style in Latin countries. Students are exposed to a variety of genres in their readings, compositions, and conversation, training them to analyze and synthesize their material, and learning to become more articulate in the Spanish language. Prerequisite: SPA 2020 or its equivalent. Three hours.

HUM 4900 Humanities Capstone Seminar

This team taught and interdisciplinary seminar is meant to be among students' final educational experiences before degree completion (juniors and seniors). As such, its components are designed to allow students to showcase the academic abilities they have acquired through their degree program (thesis and project component) as well as challenge students to think about the transition to the next step in their professional careers. Students will participate in both interdisciplinary plenaries as well as discipline specific seminars. Students will give a final presentation of their theses or projects at an interdisciplinary symposium. Three hours (1 APL).

Additional Advanced Foreign Languages: On Campus

For advanced students and those returning from overseas with the Grace Study Abroad Program, the following courses may be taken both fall and spring semesters.

FRE/SPA 3810-3840 Readings

One to four hours of credit may be obtained by reading in French or Spanish advanced literary texts from the Middle Ages to the present. One thousand pages are read in the foreign language for each credit. Readings must cover several areas including poetry, theatre, novels, and literary criticism. One to four hours.

FRE/SPA 3910-3940 Independent Study

Academic credit for overseas, intercultural bilingual work may be given in special cases. All work must include extensive bibliographic research, readings, on-site journals or reports, and a 10-page paper to be presented the semester after the international fieldwork. Registration for credits must also be done after the fieldwork has been completed. One to four hours.

FRE/SPA 4510-4520 Teaching Practicum

Supervised teaching of local school children or college students in French or Spanish. One to two hours.

SED 4630 Methods of Teaching Foreign Language

This course is a study of curriculum and methods of teaching a foreign language on both the elementary and secondary level, with special emphasis on performance objectives and methodology with classroom practice. Subscription to Chalk & Wire is required. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

INTERDISCIPLINARY STUDIES COURSES

HUM 4730 Interdisciplinary Internship

An independent internship monitored by the Interdisciplinary Studies Advisor and by an on-site supervisor. The student may spend 20 to 50 on-site hours per course hour through the semester at the job site. Some internships are paid positions. Internships must be arranged through the Interdisciplinary Studies Advisor. One to three hours (1-3 APL).

HUM 4810 Interdisciplinary Senior Research Project

An independent research project directed by the Interdisciplinary Studies Advisor and overseen by three curricular area faculty. Research conducted for this course may include primary and secondary research, archival work, observation, and/or other methods appropriate to the student's topic and project. The Interdisciplinary Senior Research Project, in conjunction with the Humanities Capstone Seminar, constitutes a substantial, original, scholarly project. Three hours (1 APL).

HUM 4900 Humanities Capstone Seminar

This team taught and interdisciplinary seminar is meant to be among students' final educational experiences before degree completion (juniors and seniors). As such, its components are designed to allow students to showcase the academic abilities they have acquired through their degree program (thesis and project component) as well as challenge students to think about the transition to the next step in their professional careers. Students will participate in both interdisciplinary plenaries as well as discipline specific seminars. Students will give a final presentation of their theses or projects at an interdisciplinary symposium. Three hours (1 APL).

Nursing Program

in cooperation with Bethel College, Indiana



Faculty

Kathy J. Oliver, R.N., B.S.N, M.S.N.
Coordinator

Nursing

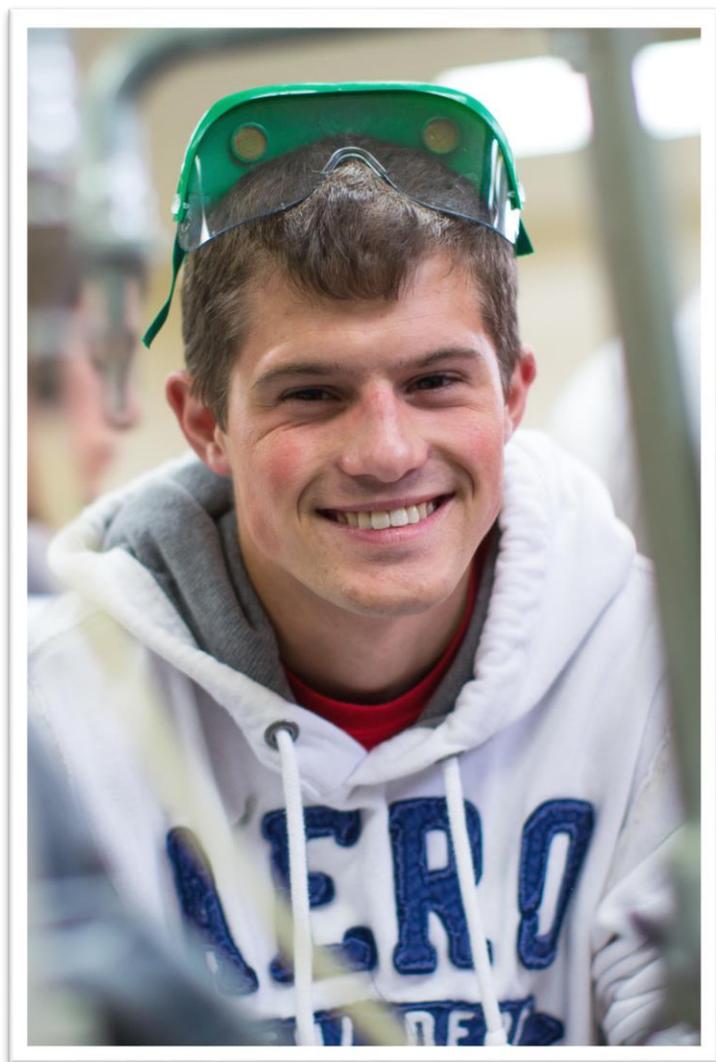
To meet the growing number of students interested in nursing as a major field of study, Grace College teams with Bethel College in Mishawaka, Indiana, to offer nursing degrees. The nursing program at Bethel College was established in 1980 and has a strong reputation as one of Indiana's most respected programs in nursing education. Bethel College's nursing graduates have a strong history of passing the state board examination on the first attempt, qualifying for licenses as registered nurses.

Nursing students on the Grace campus complete liberal arts classes, including general education and biblical studies classes, under the guidance of Grace College professors. At the same time, they have the opportunity to study nursing with Bethel College nursing professors on the Grace College campus.

The Bethel College Bachelor of Science in Nursing program offered on the Grace College campus enables students to live on the Grace campus and become part of the Grace community while also completing the highly regarded Bethel nursing degree.

[Click here](#) to visit the Nursing Program website for details of the Bachelor of Science in Nursing degree at Grace College.

Department of Science and Mathematics



Faculty

Chad A. Snyder, Ph.D.
Department Chair
Director of Chemical Research
Physical Sciences Program Director

Nathan S. Bosch, Ph.D.
Director, Lilly Center for Lakes & Streams
Environmental Science Program Director

Kristin E. Farwell, Ph.D.
Mathematics Program Director

Richard C. Roberts, Ph.D.
Biology & Health Professions Program Director

Christina L. Walters, M.S.
Exercise Science Program Director

Tyler D. Scott, Ph.D.

Ryan T. Johnson, Ph.D.

Part-time Faculty

Richard A. Dilling, Ph.D.

Marcus Moore, M.S.

Megan Neuhart, B.S.

Lisa Orn, D. O.

Lori Roberts, M.S.

Nicole Shipley, M.S.

Science and Mathematics Department

Purpose Statement: This Department prepares majors for careers in the life/physical sciences and mathematics, equipping them for education, service, and research in technical fields. Both majors and non-majors are encouraged in their understanding, enjoyment, and stewardship of God's creation.

Department Goals:

1. Character - Students value a positive, respectful attitude toward science and mathematics.
2. Competence - Students respect confident, unpretentious knowledge of their chosen major field.
3. Service - Students appreciate a heart of sharing.

The Science and Mathematics Department offers coursework and programs in the biological, environmental, mathematical, and physical sciences.

The following majors and minors are offered.

Majors

Actuarial Sciences (B.S. or B.A.)
Biology (B.S. or B.A.)
Chemistry (B.S. or B.A.)
Environmental Biology (B.S. or B.A.)
Environmental Science (B.S. or B.A.)
Environmental Studies (B.S. or B.A.)
Exercise Science (B.S.)
General Science (B.S. or B.A.)
Health Science (B.S. or B.A.)
Life Science Education (B.S.)
Mathematics (B.S. or B.A.)
Mathematics Education—Secondary (B.S. or B.A.)
Math and Computing (B.S. or B.A.)

Minors

Applied Mathematics
Biology
Chemistry
Environmental Science
General Science
Mathematics

These programs are designed to be a part of a liberal arts education at Grace College. Information on general education courses, applied learning, and cross cultural education requirements are described in the general Grace College catalog.

STRENGTHS WITHIN THE SCIENCE AND MATHEMATICS DEPARTMENT

Pre-professional preparation

The Biology and Health Professions program has considerable strength in biology and chemistry to prepare students for post-baccalaureate studies in science and medicine. This program includes pre-medicine, pre-dentistry, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-veterinary and others areas of medicine.

Environmental Science

The Environmental Science program at Grace is committed to equipping future professionals in environmental fields with the skills, competence, experience, and stewardship ethic to excel in caring for God's creation. This program has been designed to emphasize hands-on, field-based learning in addition to classroom instruction.

Life Science Education

The life science education major is designed for students who desire to teach science, particularly biology, at the high school level. This program prepares students in the mainstream areas of modern life science in preparation for a career in either public or private schools.

Mathematics Education

The mathematics education major provides preparation for careers in high school and middle school mathematics teaching. It is designed to build a deep understanding of mathematics so that students are prepared to effectively teach math regardless of changing standards. The program begins with a series of required courses, after which students take electives depending on personal interest.

Actuary

The actuary major is for students seeking a career as an actuary. Students are prepared for the probability exam in the fall of their sophomore or junior year.

BIOLOGY AND HEALTH PROFESSIONS PROGRAM

Biology

is the study of the science of living organisms from the smallest bacterium to the largest of the great whales. The mission of the biology and health professions program at Grace College is to study biology as a science from the perspective of individuals who believe that all life and life processes are a result of God's creation. We believe that the details of biological structure and function from the molecular to the grand anatomical level display the magnificent design of God the Creator. The key phrases of strengthening character, developing competence and preparing for service from the mission statement of Grace College drive the mission of the biology and health professions program. While the curriculum for the biology and health science majors is designed to give the student a strong background in the traditional areas of biology, there is parallel emphasis on molecular aspects since modern biology involves extensive study of the molecular and cellular level.

There are several degrees offered within the biology and health professions program: the Bachelor of Arts and Bachelor of Science in Biology, the Bachelor of Arts and Bachelor of Science in Health Science, and the Bachelor of Science in Life Science Education. There is also a minor in biology for those students in other majors desiring biology to accompany their chosen major. Biology majors are required to minor in chemistry and to take supporting physics and math courses. The focus of the biology major at Grace is to prepare students for graduate work in many areas of biology including anatomy, biochemistry, botany, genetics, microbiology, physiology and zoology, as well as providing general preparation for a health professions graduate program. This major also prepares students for a general career in an area of biological science, including laboratory work in medicine or chemistry, environmental careers, technical writing, pharmaceutical sales, or food science. Ecology and environmental biology have their own program of preparation at Grace.

The health science major provides a solid foundation in the biological and physical sciences, and is specifically designed for the pre-professional preparation of students preparing credentials for admission into the professional programs of dentistry, medicine, optometry, pharmacy, physician assistant, physical therapy, veterinary medicine, and other health-related fields. Students should meet with the health professions advisor as early as possible in their studies at Grace to increase the probability of effective and accurate course selection and to understand other facets of preparing to be a successful applicant to their chosen graduate health professions program.

MAJORS AND MINORS IN THE BIOLOGY AND HEALTH PROFESSIONS PROGRAM

BIOLOGY MAJOR

Bachelor of Science and Bachelor of Arts

The requirement for a major in biology is 65-66 hours in biology and designated biology-related supporting courses, and includes a required minor in chemistry.

Required Science Courses (40 hours):

BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2110/2120 General Ecology and Lab
BIO 2310 Biochemistry
BIO 3110 Cellular & Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
CHM 2610/2620 Organic Chemistry I and Lab
CHM 2710/2720 Organic Chemistry II and Lab

Students will also choose courses from among the following (15-16 hours):

BIO 2410/2420 Plant Biology and Lab
BIO 2510/2520 Animal Biology and Lab
BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
BIO 3310/3320 Advanced Anatomy & Physiology II and Lab
BIO 4110/4120 Microbiology and Lab
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 1230/1240 Calculus I and Lab
MAT 3200 Probability and Statistics

Other Electives (10 hours):

Choose 10 credits from approved BIO/ENV/SCI/EXS courses, at least one of which must include a lab.

HEALTH SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

The requirement for a degree in health science varies, with the core major requiring 48-49 credits, and the concentrations adding 8-18 credits. A minor is not required, but many concentrations include a minor in chemistry.

Required Science Courses (33 hours):

BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Sciences Seminar
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
BIO 2110/2120 General Ecology and Lab
BIO 2310 Biochemistry
BIO 3110 Cellular & Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar

Students will also select courses from among the following (15-16 hours):

Choose two courses:

CHM 2610/2620 Organic Chemistry I and Lab
CHM 2710/2720 Organic Chemistry II and Lab
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab

Choose one course:

- BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
- BIO 3310/3320 Advanced Anatomy & Physiology II and Lab
- BIO 4110/4120 Microbiology and Lab

Choose one course:

- MAT 1230/1240 Calculus I and Lab
- MAT 3200 Probability and Statistics

In addition, a health science major must also declare a concentration, which defines course choices and lists additional courses required for professional health science schools in that concentration, or are covered on the entrance examination for that field. Available concentrations include pre-medicine, pre-podiatry, pre-optometry, pre-dental, pre-veterinary, pre-chiropractic, pre-physician's assistant, pre-physical therapy, pre-pharmacy, and pre-occupational therapy.

LIFE SCIENCE EDUCATION MAJOR

Bachelor of Science

The major in life science education is designed for students desiring to teach biology at the secondary level.

The requirement for a major in life science education is a minimum of 35 hours in the sciences including a minimum of 17 hours of designated biology courses and four hours of general ecology. The major also requires a minimum of 36 hours of designated professional education courses. Students desiring this major must register their intent with the School of Education during their first year of study at Grace to ensure they receive the most recent communications from the School of Education in this ever-changing discipline.

Required Science Courses (35 hours):

- SCI 1140 Physical Science Survey
- SCI 1160 Theories of Origins
- BIO 1610/1620 General Biology I and Lab
- BIO 1710/1720 General Biology II and Lab
- CHM 1610/1620 General Chemistry I and Lab
- CHM 1710/1720 General Chemistry II and Lab
- ENV 2110/2120 General Ecology and Lab
- BIO 2310 Biochemistry
- BIO 3110 Cellular & Molecular Biology
- BIO 4210 Genetics

Professional Education Requirements (36 hours):

- SED 1000 Teaching School in America
- SED 2200 The School Age Child
- SED 2210 Responsive and Differentiated Instruction
- SED 2400 Teaching Exceptional Learners
- SED 2500 Teaching in a Pluralistic Society
- SED 2600 Teaching and Learning
- SED 3600 Teaching in the Middle and High School Setting
- SED 4660 Methods of Teaching Secondary Science
- SED 4700 The Moral Practitioner
- SED 4900 Student Teaching and Seminar

A minor is not required for this major.

NOTE: Course descriptions for SED can be found in the School of Education course listings. MAT 3200 Probability and Statistics is the required math course for the additional general education portion of the Bachelor of Science degree.

BIOLOGY MINOR

The requirement for a minor in biology is 20-21 hours in science.

Required Courses (12 hours):

- BIO 1610/1620 General Biology I and Lab
- BIO 1710/1720 General Biology II and Lab
- CHM 1610/1620 General Chemistry I and Lab

Biology Electives (8-9 hours):

- BIO 2110/2120 General Ecology and Lab
- BIO 2210 Nutrition
- BIO 2310 Biochemistry
- BIO 2410/2420 Plant Biology and Lab
- BIO 2510/2520 Animal Biology and Lab
- BIO 3110 Cellular & Molecular Biology
- BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
- BIO 3310/3320 Advanced Anatomy & Physiology II and Lab
- BIO 4110/4120 Microbiology and Lab
- BIO 4210 Genetics

ENVIRONMENTAL SCIENCE PROGRAM

The environmental science program at Grace is committed to equipping future professionals in environmental fields with the skills, competence, experience, and stewardship ethic to excel in caring for God's creation. Requirements for the environmental biology, environmental science, and environmental studies majors as well as individual courses have been designed to emphasize hands-on, field-based learning in addition to classroom instruction. The majors have been intentionally constructed to prepare students desiring immediate employment in an environmental career following their undergraduate graduation from Grace as well as those who plan to go on to graduate school to further their formal education.

Majors and Minors in the Environmental Science Program

ENVIRONMENTAL BIOLOGY MAJOR

Bachelor of Science and Bachelor of Arts

The requirement to complete a major in environmental biology is 49-51 hours in ecology, biology, and supporting math courses. A minor in chemistry is also required. The environmental biology major will prepare those students focused on a career in teaching or cutting-edge research with the academic platform necessary to succeed in graduate school.

Required Courses (43 hours):

- BIO 1610/1620 General Biology I and Lab
- ENV 2110/2120 General Ecology and Lab
- ENV 2410/2420 Plant Biology and Lab
- ENV 2510/2520 Animal Biology and Lab
- ENV 3210/3220 Aquatic Ecology and Lab
- ENV 3410 Environmental Ethics

ENV 4010 Senior Seminar
ENV 4210 Genetics
ENV 4820 Field Education
MAT 1230/1240 Calculus I and Lab
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab

Electives (6-8 hours):

ENV 4110/4120 Microbiology and Lab
ENV 4810 Field Education
ENV 4820 Field Education
ENV 4830 Field Education
ENV 3950 Various Au Sable Institute courses
MAT 3200 Probability and Statistics
SCI 1160 Theories on Origins
CHM 2300 Forensic Chemistry

A chemistry minor is required (19 hours):

CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
CHM 2610/2620 Organic Chemistry I and Lab
CHM 2710/2720 Organic Chemistry II and Lab
CHM 3610 Environmental Analytical Chemistry

ENVIRONMENTAL SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

The requirement to complete a major in environmental science is 45 hours in a variety of scientific disciplines. A minor is also required. The environmental science major is designed for those students who want a solid science foundation in order to hit the ground running in an environmental career immediately after college.

Required Courses (37 hours):

BIO 1610/1620 General Biology I and Lab
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
POS 2010 Intro to Political Thought
ENV 2110/2120 General Ecology and Lab
ENV 3210/3220 Aquatic Ecology and Lab
CHM 3610 Environmental Analytical Chemistry
BHS 3270 Social Psychology
ENV 3410 Environmental Ethics
ENV 4820 Field Education
ENV 4020 Senior Seminar

Electives are chosen from the following (at least 8 hours):

SCI 1160 Theories of Origins
SOC 2140 Social Problems
CHM 2300 Forensic Chemistry
ENV 2410/2420 Plant Biology and Lab
ENV 2510/2520 Animal Biology and Lab
POS 3010 State and Local Government
MAT 3200 Probability and Statistics
ENV 4110/4120 Microbiology and Lab
ENV 4210 Genetics

ENV 4810 Field Education
ENV 4820 Field Education
ENV 4830 Field Education
Various Au Sable Institute courses

A minor is required to accompany this major.

ENVIRONMENTAL STUDIES MAJOR

Bachelor of Science and Bachelor of Arts

The requirement to complete a major in environmental studies is 43 hours in a variety of scientific disciplines. A minor is also required. This major replaces some specialized science classes with courses that will provide the student with business and organizational tools. For example, the environmental studies major might be for those students wishing to focus on grass-roots advocacy or not-for-profit organizations.

Required Courses (32 hours):

BIO 1010/1020 Biological Science Survey and Lab
BUS 1010 Foundations of Business
CHM 1010/1020 Introduction to Chemistry and Lab
POS 2010 Introduction to Political Thought
ENV 2110/2120 General Ecology and Lab
ENV 3210/3220 Aquatic Ecology and Lab
BHS 3270 Social Psychology
ENV 3410 Environmental Ethics
ENV 4820 Field Education
ENV 4010 Senior Seminar

Electives are chosen from the following (at least 11 hours):

SOC 2140 Social Problems
CHM 2300 Forensic Chemistry
ENV 2410/2420 Plant Biology and Lab
ENV 2510/2520 Animal Biology and Lab
POS 3010 State and Local Government
POS 3100 International Relations
MAT 3200 Probability and Statistics
CHM 3610 Environmental Analytical Chemistry
ENV 4110/4120 Microbiology and Lab
ENV 4210 Genetics
ENV 4810-4830 Field Education

A minor is required to accompany this major.

ENVIRONMENTAL SCIENCE MINOR

The requirement for a minor in environmental science is 18 hours in science.

Required Courses (14 hours):

BIO 1010/1020 Biological Science Survey and Lab
or BIO 1610/1620 General Biology I and Lab
ENV 2110/2120 General Ecology and Lab
ENV 3210/3220 Aquatic Ecology and Lab
ENV 3410 Environmental Ethics

Electives are chosen from the following (4 hours):

ENV 2410/2420 Plant Biology and Lab
ENV 2510/2520 Animal Biology and Lab

EXERCISE SCIENCE PROGRAM

Exercise science is the study of people in motion. This program incorporates a variety of educational disciplines and proficiencies in human biological studies, assessment and management including human anatomy and physiology, kinesiology, biomechanics, fitness assessment and exercise prescription, nutrition, strength and conditioning, exercise cardiology and physiology, and special attention to injury care and prevention. These proficiencies launch students into practical and effective professional careers. The emphasis of this program is on hands-on learning and skills training to prepare students for their desired professional field. Exercise science majors at Grace will prepare students for graduate work in various fields including physical therapy, occupational therapy, athletic training, exercise physiology, clinical rehab, and biomechanics. In addition, this major prepares students for general careers in such areas as cardiopulmonary rehab, strength and conditioning, personal training, and coaching. There are two concentrations of study within the major. The first concentration of study is health and wellness and is geared toward the fitness and allied health care professional. The second concentration of study is in pre-physical therapy.

EXERCISE SCIENCE MAJOR

Bachelor of Science

The requirement for the major in exercise science with a concentration in health and wellness is 71 hours. A major in exercise science with a concentration in pre-physical therapy requires 66 hours and designated supporting courses related to behavioral science. No minor is required.

HEALTH & WELLNESS CONCENTRATION

Exercise Science Foundation (27 hours):

- EXS 1000 Introduction to Exercise Science
- EXS 1050 Dynamics of Fitness
- EXS 2000 Kinesiology
- EXS 2250 Care and Prevention of Injuries
- EXS 3000 Strength and Conditioning
- EXS 3600 Fitness Assessment
- EXS 3750 Exercise Cardiology
- EXS 4180 Exercise Physiology
- EXS 4240 Biomechanics

Science Requirements (19 hours):

- BIO 1610/1620 General Biology I and Lab
- BIO 1710/1720 General Biology II and Lab
- BIO 2210 Nutrition
- BIO 2010/2020 Anatomy & Physiology I and Lab
- BIO 2040/2050 Anatomy & Physiology II and Lab

Behavioral Science Electives – Select any 3 courses prefix: BHS, PSY, Or SOC (9 hours):

(Suggested courses listed below)

- PSY 3000 Brain and Behavior
- PSY 3300 Sport Psychology
- PSY 3550 Health Psychology
- PSY 3600 Motivation and Emotion
- SOC Substance Use and Abuse

Business Electives – Select any 3 courses prefix: BUS, SMT, MKT, FIN, ACC (9 hours):

(Suggested Courses listed below)

- BUS 2430 Principles of Management

BUS 3260 Small Business Entrepreneurship
MKT 4030 Services Marketing
SMT 2050 Risk Management
EXS 2130 Principles of Coaching

Applied Learning Requirement (7 hours):

EXS 2150 Practicum in Exercise Science
EXS 4840 Research in Exercise Science
EXS 4930 Internship in Exercise Science

No minor is required for this major.

PRE-PHYSICAL THERAPY CONCENTRATION

Exercise Science Foundation (24 hours):

EXS 1000 Introduction to Exercise Science
EXS 1050 Dynamics of Fitness
EXS 2000 Kinesiology
EXS 2250 Care and Prevention of Injuries
EXS 3000 Strength and Conditioning
EXS 3600 Fitness Assessment
EXS 4180 Exercise Physiology
EXS 4240 Biomechanics

Science Requirements (35 hours):

BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2210 Nutrition
BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
BIO 3310/3320 Advanced Anatomy & Physiology II and Lab
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab

Applied Learning Requirement (7 hours):

EXS 2150 Practicum in Exercise Science
EXS 4840 Research in Exercise Science
EXS 4930 Internship in Exercise Science

Suggested electives* - choose 2 from the following (6 hours):

PSY 2170 Abnormal Psychology
PSY 2360 Child and Adolescent Psychology
PSY 2280 Life Span Development
PSY 3300 Sport Psychology
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion
SOC 3230 Substance Use and Abuse
SMT 2050 Risk Management
SMT 2130 Principles of Coaching

No minor is required for this major.

*Suggested electives are intended to enhance the major, but are not part of the 66 credit hour requirements.

NOTE: Course descriptions for BUS and MKT can be found in the Department of Business course listings. SMT course descriptions can be found in the Department of Sport Management course listings. Course descriptions for BHS, PSY and SOC can be found in the Department of Behavioral Science course listings.

MATHEMATICS PROGRAM

Mathematics is the language we use to understand God's creation, as well as a necessary skill associated with solving real world problems. The mathematics program is built on four areas of strength: education, pure math, actuarial science, and applied math. The math education - secondary major (B.A. and B.S. degree options) prepares students for a career in teaching. The mathematics major can prepare students for graduate school or be used to fortify studies in other disciplines such as business or science. The math and computing major prepares students for technology related jobs. The actuarial science major prepares students for jobs as an actuary or a statistician. The mathematics program offers a variety of liberal arts and support courses to service other majors.

Liberal Arts Electives

Every student at Grace College pursuing a Bachelor of Science degree is required to take a math class (certain majors have specific requirements). The mathematics program offers a variety of courses to fit the interests of each student: Mathematical Models, College Algebra, Probability and Statistics, Calculus, etc.

MAJORS AND MINORS IN THE MATHEMATICS PROGRAM

ACTUARIAL SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

The actuarial science major equips students for statistics based careers. A total of 44 credit hours in mathematics and information systems courses are required.

Math Requirements (23 hours):

- MAT 1230/1240 Calculus I and Lab
- MAT 1250/1260 Calculus II and Lab
- MAT 2250 Calculus III
- MAT 2280 Differential Equations
- MAT 4200 Probability Theory
- MAT 4320 Mathematical Statistics
- MAT 4020 Senior Seminar in Mathematics

Business Requirements (21 hours):

- ACC 2110 Financial Accounting
- ACC 2120 Managerial Accounting
- BUS 2230 Economics
- BUS 3050 Business Spreadsheet Applications
- FIN 3240 Corporate Finance
- FIN 4610 Advanced Financial Mathematics
- ISM 1150 Introduction to Computer Science

A minor is required for this major.

NOTE: Course descriptions for ACC, BUS, FIN, and ISM can be found in the Department of Business course listings.

MATHEMATICS MAJOR

Bachelor of Science and Bachelor of Arts

The mathematics major equips students for a broad variety of applications. Students will learn how mathematics is the language we use to describe and predict God's creation. The program places a strong focus on practical problem solving with applications in business and the sciences. A total of 45 credit hours in mathematics, physics, and related courses are required.

Degree Requirements (45 hours):

ISM 1150 Intro to Computer Science
MAT 1230/1240 Calculus I and Lab
MAT 1250/1260 Calculus II and Lab
MAT 2250 Calculus III
MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 2280 Differential Equations
MAT 3130 Linear Algebra
MAT 3200 Probability and Statistics
MAT 4020 Senior Seminar in Mathematics
PHY 2140/2150 College Physics I and Lab

Choose 1 of the following:

MAT 4140 Abstract Algebra
MAT 4280 Real Analysis

Choose 2 of the following:

MAT 3260 History of Mathematics
MAT 3280 College Geometry
MAT 3930 Independent Study in Mathematics
MAT 4200 Probability Theory
MAT 4280 Real Analysis *or* 4140 Abstract Algebra
MAT 4320 Mathematical Statistics
MAT 4830 Research in Mathematics

Choose 1 of the following:

BUS 3050 Business Spreadsheet Applications
ISM 2150 Object-Oriented Programming
PHY 2160/2170 College Physics II and Lab

A minor is required for this major.

NOTE: Course descriptions for BUS and ISM can be found in the Department of Business course listings.

MATH AND COMPUTING MAJOR

Bachelor of Science and Bachelor of Arts

The math and computing major equips students for technology, computer programming and information systems. A total of 44 credit hours in mathematics and information systems courses are required.

Math Requirements (23 hours):

MAT 1230/1240 Calculus I and Lab
MAT 1250/1260 Calculus II and Lab
MAT 2250 Calculus III
MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 3130 Linear Algebra
MAT 4020 Senior Seminar in Mathematics

Information Systems Requirements (18 hours):

ISM 1150 Intro to Computer Science
ISM 2100 Object-Oriented Programming
ISM 2700 HTML and Web Development
ISM 3400 Database
ISM 3500 Data Structures
One of the following
ISM 4110 Client Side Programming
ISM 4120 Server Side Programming
ISM 3470 Business Information Systems

Elective (3 hours):

One additional course from MAT or ISM 3000 level or higher

A minor is required for this major.

NOTE: Course descriptions for ISM can be found in the Department of Business course listings.

MATHEMATICS EDUCATION—SECONDARY MAJOR

Bachelor of Science and Bachelor of Arts

The mathematics education major provides preparation for careers in high school and middle school mathematics teaching. It is designed to build a deep understanding of mathematics so that students are prepared to effectively teach math regardless of changing standards. The program begins with a series of required courses, after which students take electives depending on personal interests.

Required Courses (32 hours):

ISM 1150 Introduction to Computer Science
MAT 1230/1240 Calculus I and Lab
MAT 1250/1260 Calculus II and Lab
MAT 2250 Calculus III
MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 3130 Linear Algebra

MAT 3280 College Geometry
MAT 4020 Senior Seminar in Mathematics
MAT 4140 Abstract Algebra

Electives - choose 2 of the following (6 hours):

MAT 2280 Differential Equations
MAT 3260 History of Mathematics
MAT 3380 Number Theory
MAT 3930 Independent Study in Mathematics
MAT 4200 Probability Theory
MAT 4280 Real Analysis
MAT4830 Research in Mathematics

Professional Education Requirements (36 hours):

SED 1000 Teaching School in America
SED 2200 The School Age Child

SED 2210 Responsive and Differentiated Instruction
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3600 Teaching in the Middle and High School Setting
SED 4650 Methods of Teaching Secondary Mathematics
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

A minor is not required for this major.

NOTE: Course descriptions for SED can be found in the School of Education course listings. Course descriptions for ISM can be found in the Department of Business course listings.

APPLIED MATHEMATICS MINOR

The requirement for an applied mathematics minor is 20 hours in mathematics.

Required Courses (17 hours):

MAT 1230/1240 Calculus I and Lab
MAT 1250/1260 Calculus II and Lab
MAT 2250 Calculus III
MAT 2280 Differential Equations
MAT 3130 Linear Algebra

Electives – choose 1 from the following (3 hours):

MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 4200 Probability Theory
MAT 4320 Mathematical Statistics

MATHEMATICS MINOR

The requirement for a mathematics minor is 20 hours in mathematics.

Required Courses (11 hours):

MAT 1230/1240 Calculus I and Lab
MAT 1250/1260 Calculus II and Lab
MAT 2100 Introduction to Proofs

Electives – choose 3 from the following (9 hours):

MAT 2200 Discrete Mathematics
MAT 2250 Calculus III
MAT 2280 Differential Equations
MAT 3130 Linear Algebra
MAT 3200 Probability and Statistics
MAT 3260 History of Mathematics
MAT 3280 College Geometry
MAT 3380 Number Theory
MAT 4140 Abstract Algebra
MAT 4200 Probability Theory
MAT 4280 Real Analysis
MAT 4320 Mathematical Statistics

PHYSICAL SCIENCE PROGRAM

The purpose of the physical science program at Grace College is to present the facts and theories of physical science and to provide laboratory experiences which emphasize scientific methods. The department seeks to help the student appreciate the truths of creation as revealed in the physical sciences. The courses are designed for students who desire broad cultural training, for prospective teachers, and for pre-professional students.

GENERAL SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

The requirement for a major in general science includes 37-38 hours in a variety of science and math disciplines. The general science major broadly surveys the physical and biological sciences. Students have opportunity to explore in depth areas of special science interest.

Science and Math Requirements (31 hours):

MAT 1230/1240 Calculus I and Lab
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 4020 *or* BIO 4010 Senior Seminar

Electives – choose 2 of the following (6-7 hours):

ENV 2110/2220 General Ecology and Lab
SCI 1160 Theories of Origins

A minor is required to accompany this major.

CHEMISTRY MAJOR

Bachelor of Science and Bachelor of Arts

The requirement for a major in chemistry is 42-44 hours in chemistry and designated supporting courses. A biology minor is required.

Required Chemistry Courses (29 hours):

CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
BIO 2310 Biochemistry
CHM 2610/2620 Organic Chemistry I and Lab
CHM 2710/2720 Organic Chemistry II and Lab
CHM 3610 Environmental Analytical Chemistry
CHM 4610/4620 Physical Chemistry and Lab
CHM 4700 Advanced Inorganic Chemistry

Required Physics and Math Courses (12 hours):

PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 1230/1240 Calculus I and Lab

Choose one of the following (1-3 hours):

CHM 4710-4730 Internship in Chemistry

CHM 4810-4830 Research in Chemistry

Suggested courses:

MAT 1250/1260 Calculus II and Lab

CHM 2300 Forensic Chemistry

CHM 4530 Independent Study in Chemistry: Adv Organic Chemistry

CHEMISTRY MINOR

The requirement for a minor in chemistry is 19 credit hours of selected courses in chemistry. All biology and environmental biology majors are required to complete the chemistry minor.

Required Courses (19 hours):

CHM 1610/1620 General Chemistry I and Lab

CHM 1710/1720 General Chemistry II and Lab

CHM 2610/2620 Organic Chemistry I and Lab

CHM 2710/2720 Organic Chemistry II and Lab

Choose one of the following (3 hours):

BIO 2310 Biochemistry (required for Biology/Health Science majors only)

CHM 3610 Environmental Analytical Chemistry (required for Environmental program majors only)

GENERAL SCIENCE MINOR

The requirement for a minor in general science is 24 credit hours of courses in biological and/or physical science. Choose any courses from biological, environmental or physical science (BIO, ENV, CHM, PHY and SCI course prefixes). Note that some courses have prerequisites.

COURSE DESCRIPTIONS

BIOLOGY

BIO 1010 Biological Science Survey

A study of living organisms, their structure, function, and relationships to their non-living environment, to each other, and to humans. Special attention is given to cellular biology as it applies to both lower and higher forms of life. Students must enroll concurrently in BIO 1020 Biological Science Survey Laboratory. (Credit will not be given for both BIO 1010 & BIO 1610). Three credit hours.

BIO 1020 Biological Science Survey Laboratory

The laboratory is designed to support BIO 1010 and must be taken concurrently with the course.

BIO 1200 Medical Terminology

Students will focus on building core medical vocabulary by analyzing their prefix, suffix, root, connecting and combining forms. Through such analysis, students gain an understanding of the human body's structure, function and diseases. Three credit hours.

BIO 1610 General Biology I

Principles of structure, function, and cellular organisms. Includes an introduction to the scientific method, characteristics of cytoplasm, and basic cytology, energy acquisition and release and heredity. Also includes basic plant structure and function. Students must enroll concurrently in BIO 1620. Four credit hours.

BIO 1620 General Biology I Laboratory

The laboratory is designed to support BIO 1610 and must be taken concurrently with the course.

BIO 1710 General Biology II

A continuation of BIO 1610. Includes structure, function and interrelationships of the organ systems of animals with particular attention to the human body. Also includes introductory taxonomy, surveying the major groups of plants and animals. Prerequisite: BIO 1610 or permission of the instructor. Students must enroll concurrently in BIO 1720. Four credit hours.

BIO 1720 General Biology II Laboratory

The laboratory is designed to support BIO 1710 and must be taken concurrently with the course.

BIO 2010 Anatomy and Physiology I

This course is designed for students pursuing a career in an allied health field (nursing, health and wellness, etc.) The class includes the study of basic gross and microscopic anatomy and the function of the body on cellular, tissue, and organ system levels. The class will include organization of the body, cytology, basic histology, and the study of several organ systems – integumentary, skeletal, muscular, nervous, and endocrine. Remaining body systems including – circulatory, respiratory, digestive, urinary, and reproductive to be covered in course BIO 2040. (BIO 2020 is to be taken concurrently). Four credit hours.

BIO 2020 Anatomy and Physiology I Lab

The laboratory is designed to support BIO 2010 and must be taken concurrently with the course.

BIO 2040 Anatomy and Physiology II

This course is designed for students pursuing a career in an allied health field (nursing, health and wellness, etc.) This course includes a basic study of the gross and microscopic structure of several major organ systems – endocrine, circulatory, respiratory, digestive, urinary, and reproductive. The other body systems including – integumentary, skeletal, muscular, nervous, and endocrine to be covered in course BIO 2010. (BIO 2050 is to be taken concurrently). Four credit hours.

BIO 2050 Anatomy and Physiology II Lab

The laboratory is designed to support BIO 2040 and must be taken concurrently with the course.

BIO 2100 Health Sciences Seminar

An overview of the health professions, as presented by current practicing medical professionals. Includes occupations ranging from nurse to medical doctor to veterinarian to chiropractor, with many others included. Prerequisite: BIO 1710 or consent of the instructor. One credit hour.

BIO 2110 General Ecology

A study of the interaction of organisms with their physical environment and with each other. Particular focus will be on application of ecological concepts and field work in various local ecosystems. Students must enroll concurrently in BIO 2120. Four credit hours. (Cross-listed; register as ENV 2110.)

BIO 2120 General Ecology Lab

This laboratory is designed to support BIO 2110 and must be taken concurrently with the course. (Cross-listed; register as ENV 2120.)

BIO 2210 Nutrition

Functions and interrelationships of food nutrients throughout the life cycle of man. Includes digestion, absorption and metabolism of nutrients, as well as dietary evaluation and modification for physiological needs. Other areas of study include: role of social, psychological and cultural factors in food selection. Prerequisite: BIO 1610 or consent of the biology program director. Three credit hours.

BIO 2310 Biochemistry

A study of the basic composition and metabolism of carbohydrates, lipids, proteins, enzymes, and nucleic acids. Some consideration is given to biological oxidations, energy transfers, protein biosynthesis, and gene function. The course includes hands-on laboratory experiments involving current procedures in biochemistry. Prerequisite: CHM 1710 and BIO 1610 or consent of instructor. Three credit hours.

BIO 2410 Plant Biology

Integrated study of plants as organisms. Deals with plant structure, physiology, development, genetics, ecology, and classification of major plant groups. Prerequisite: BIO 1610 or consent of the instructor. Students must enroll concurrently in BIO 2420. Four credit hours.

BIO 2420 Plant Biology Laboratory

The laboratory is designed to support BIO 2410 and must be taken concurrently with the course.

BIO 2510 Animal Biology

Integrated study of animals as organisms. Deals with animal structure, physiology, development, genetics, ecology, and classification of major animal groups. Prerequisite: BIO 1610 or consent of the instructor. Students must enroll concurrently in BIO 2520. Four credit hours.

BIO 2520 Animal Biology Laboratory

The laboratory is designed to support BIO 2510 and must be taken concurrently with the course.

BIO 3110 Cell and Molecular Biology

A study of the basic principles that guide cellular composition, organization and function. Particular attention will be paid to understanding the molecular mechanism that underlies cell function. Topics studied in the course include, but are not limited to, processes of energy extraction, membrane transport, flow of genetic information, cell surface communication, cell cycle and regulation, cell division, along with the study of specialized cells like gametes, lymphocytes, neurons, muscle cells, and cancer cells. The course includes hands-on laboratory experiments involving current procedures in cell and molecular biology. Prerequisite: BIO 1610 and BIO 2310 or consent of the instructor. Three credit hours.

BIO 3210 Advanced Anatomy and Physiology I

This course is designed for students preparing for graduate studies in biology/medically related programs (medicine, physical therapy, pharmacy, veterinary medicine, etc.). The class includes an in-depth look at organization of the human body, cytology, histology, and the study of several of the major organ systems – integumentary, skeletal, muscular, nervous, and endocrine. A detailed study of the remaining body systems including – circulatory, respiratory, digestive, urinary, and reproductive to be covered in course BIO 3310. (BIO 3220 is to be taken concurrently). Prerequisites: BIO 1710 and 1720 (or consent of the instructor). Four credit hours.

BIO 3220 Anatomy and Physiology I Lab

The laboratory is designed to support BIO 3210 and must be taken concurrently with the course.

BIO 3310 Anatomy and Physiology II

This course is designed for students preparing for graduate studies in biology/medically related programs (medicine, physical therapy, pharmacy, veterinary medicine, etc.). This course includes an in depth study of the gross and microscopic structure of several major organ systems – endocrine, circulatory, respiratory, digestive, urinary, and reproductive. A detailed study of the other body systems including –integumentary, skeletal, muscular, nervous, and endocrine to be covered in course BIO 3210. (BIO 3320 is to be taken concurrently). Prerequisites: BIO 1710 and 1720 or consent of the instructor. Four credit hours.

BIO 3320 Anatomy and Physiology II Lab

The laboratory is designed to support BIO 3310 and must be taken concurrently with the course.

BIO 4110 Microbiology

An introductory study of microorganisms dealing with the morphology, physiology and cultivation and identification of microbes and their role in the environment. Other areas studied include: immunology, genetics, metabolism, food, preservation, and diseases. Prerequisite: BIO 1610 and BIO 1710 or consent of the instructor. Students must enroll concurrently in BIO 3520. Four credit hours.

BIO 4120 Microbiology Laboratory

The laboratory is designed to support BIO 4110 and must be taken concurrently with the course.

BIO 3810-3830 Readings in Biological Science

This course is designed to allow the student a more in-depth investigation of a topic of special interest in the areas of biological science. Prerequisite: permission of the individual instructor. One to three credit hours; non-repeatable.

BIO 3910-3940 Independent Study in Biological Science

Topics or projects to be chosen and investigated in the areas of biological science in consultation with the individual instructor. Prerequisite: permission of the biology program director. One to four credit hours, non-repeatable.

BIO 4010 Biology Senior Seminar

This course is designed as a capstone course for science majors and is meant to teach valuable skills and give experience with tools needed for science careers or post-graduate education. Prerequisites: BIO 1610, BIO 2310, and senior class standing or consent of the instructor. Three credit hours.

BIO 4210 Genetics

A study of both in-depth classical genetics and underlying molecular mechanisms; also genetic mechanisms and processes, recombination, genetic interaction, and gene regulation. The course includes hands-on laboratory experiments involving current procedures in molecular genetics. Prerequisites: BIO 1610 and BIO 2310 or consent of the instructor. Three credit hours.

BIO 4810-4830 Research in Biological Science

A course designed to give the student an opportunity to do individual research on special problems in biology. Prerequisite: BIO 1610, BIO 1710, and BIO 2310, or consent of the biology program director. One to three credit hours. Maximum of six hours permitted.

CHEMISTRY

CHM 1010 Introduction to Chemistry

This course is designed to give the student a broad introduction to general, organic, and biological chemistry. The lecture emphasizes general chemical concepts while the laboratory concentrates on techniques and data handling. Students must enroll concurrently in CHM 1020. Four credit hours.

CHM 1020 Introduction to Chemistry Lab

Designed to support CHM 1010 and must be taken concurrently with the course.

CHM 1610 General Chemistry I

This course is designed to investigate all topics normally found within the American Chemistry Society recommended guidelines (i.e., atomic structure, physical measurements, chemical reactions and balancing equations, percent composition, solubility and precipitation, redox chemistry, gas laws, thermochemistry, quantum chemistry, VSEPR theory, molecular orbital theory, unit cells and unit cell calculation, and intermolecular forces) for a first-semester freshmen chemistry course. Students must enroll concurrently in CHM 1620. Four credit hours.

CHM 1620 General Chemistry I Lab

General Chemistry I Lab- investigates many of the concepts discussed in CHM 1610 and re-enforces the student's applied learning. Must be taken concurrently with CHM 1610.

CHM 1710 General Chemistry II

This is the second part of a two-semester sequence in General Chemistry. This course studies and problem solves topics in solution chemistry, chemical kinetics, chemical equilibria, thermodynamics, acid-base equilibria, electrochemistry, and an introduction to organic chemistry. Prerequisite: CHM 1610/1620. Students must enroll concurrently in CHM 1720. Four credit hours.

CHM 1720 General Chemistry II Lab

General Chemistry II Lab focuses on the van't Hoff factor and its effect on boiling point elevation, chemical kinetics of a combustion reaction, chemical equilibria and reaction rates, synthesis of biodiesel, electrochemical cells, oxidation-reduction, and testing functional groups of organic compounds. Must be taken concurrently with CHM 1710.

CHM 2300 Forensic Chemistry

This is a descriptive course covering the wide spectrum of current forensic chemistry and its application in criminal investigations. Drugs, drugs as physical evidence, seized drugs and their analysis, and selected drug classes are investigated. Drugs in the body, and the chemistry of combustion and arson, explosives, and firearms are also covered. Quantitative reasoning is utilized in the form of scientific units (e.g., dosage) and in oxygen balance calculations (i.e., explosives). Discussion boards and documented case studies re-enforce the material covered. Prerequisite: None required. Three credit hours.

CHM 2610 Organic Chemistry I

This is a first part of a two-semester sequence in organic chemistry. Fundamentals of organic chemistry will be studied which include atomic structure, functional groups, acid-base chemistry, chemical nomenclature, alkane conformations (Newman configurations, chair conformations), $S_N2/S_N1/E2/E1$ reactions and their mechanisms, alkene reactions and mechanisms, radical reactions and their mechanism and general physical and chemical properties of all organic compounds presented herein. Additionally, FT-IR, 1H NMR and ^{13}C NMR spectroscopy will be investigated along with mass spectrometry. Prerequisite: CHM 1710/1720. Students must enroll concurrently in CHM 2620. Four credit hours.

CHM 2620 Organic Chemistry I Lab

The lab component will cover essential organic chemistry skills that include (but are not limited to) melting point determination, acid-base extraction, aqueous extraction, thin-layer chromatography, FT-IR, 1H NMR and ^{13}C NMR spectroscopic analysis and synthesis, isolation, purification, and characterization of a complex organic heterocycle. Must be taken concurrently with CHM 2610.

CHM 2710 Organic Chemistry II

This is the second part of a two-part sequence in Organic Chemistry. Reactions and mechanisms are covered for alcohols, ketones, aldehydes, carboxylic acids, carboxylic acid derivatives, aromatic EAS and NAS reactions, alpha-carbonyl chemistry, and amine chemistry. 1H and ^{13}C NMR and IR spectroscopy and MS are heavily utilized. Special topics will include amino acid and nucleic acid chemistry. Students must enroll concurrently in CHM 2720. Four credit hours.

CHM 2720 Organic Chemistry II Lab

This lab course will heavily utilize modern synthetic organic chemistry research techniques and practices such as rotary evaporation, Schlenk glassware, vacuum manifold work, TLC and silica purification techniques, and recrystallization. Purified organic compounds will be analyzed by ^1H and ^{13}C NMR and IR spectroscopy using instrument within our department as well as out-sourcing to an external research laboratory. Must be taken concurrently with CHM 2710.

CHM 3610 Environmental Analytical Chemistry

This course has two parts: analytical chemistry and environmental chemistry. In the analytical portion of this course the student will be expected to master chemical measurements, experimental error, chemical equilibria, titrations, electrochemistry, and redox titrations. Additionally, the student will be introduced to environmental problems, sustainability, and green chemistry. Topics of interests will include air-pollution, global warming, fossil fuels, CO_2 emissions, biofuels and renewable energy, water chemistry and water pollution, use and misuse of nuclear energy, heavy metals, and pesticides and the problems they cause. Within the context of environmental challenges, analytical chemical techniques and practices are introduced. The class will investigate the environmental disasters experienced by Chernobyl, the Gulf of Mexico, and Three Mile Island. Statistical data analysis as well as analytical techniques and experiments in acid-base titration, buffer solutions, determining an equilibrium constant, potentiometry, electrochemistry, and liquid chromatography are investigated. Pre-requisites: CHM 1710/1720. Three credit hours.

CHM 3400 Selected Topics in Chemistry

A course designed to give the student an in-depth study of some specific aspects of chemistry not normally covered in other required courses. Course topics will fluctuate with student needs and interests. Prerequisite: dependent on topic; see instructor. Two credit hours.

CHM 4530 Independent Study in Chemistry: Advanced Organic Chemistry

This course is designed to offer chemistry and other science majors an option to explore an upper-level advanced organic chemistry experience. This independent study requires the student to investigate and master several advanced organic chemistry topics not covered in the typical two-semester sequence of organic chemistry. The student is also to deliver a defense of his/her knowledge at a scheduled meeting with the professor near the end of the course. The student is expected to pass their defense's content knowledge and problem-solving at 70% or higher. Pre-requisites: CHM 2710/2720. Three credit hours.

CHM 4610 Physical Chemistry

In this course in physical chemistry, the student will be introduced to a variety of concepts and critical thinking/quantitative problem solving in acceleration, force, pressure, work and energy, the Boltzmann distribution, electromagnetic waves, photons, the perfect equation of state, the Maxwell distribution of speeds, the virial and van der Waals equation of state. Following this introduction, the student will problem solve a variety of physical chemistry topics that include the molecular interpretation of work, heat, and temperature, heat influx during expansions, internal energy, enthalpy, entropy and the first and second laws of thermodynamics, various entropic calculations, chemical equilibria, electrochemistry, and chemical kinetics. Pre-requisites: CHM 2710/2720. Four credit hours.

CHM 4620 Physical Chemistry Lab

Designed to support CHM 4610 and must be taken concurrently with the course.

CHM 4700 Advanced Inorganic Chemistry

The goal of this course is to expose the student with advanced topics and problems in inorganic chemistry. This course begins with a review and more in-depth look into inorganic basics of bonding (VSEPR theory, Lewis structures, etc). Symmetry and group theory are also investigated as well as utilizing this work to predict IR and Raman bands for spectroscopic analysis. Molecular orbital theory, degenerate orbitals, homonuclear and heteronuclear diatomic molecular orbital diagrams will be studied, reproduced, and mastered to more fully understand the dual properties of electrons in bonding. Finally, organometallic chemistry, the 18-electron rule, and organometallic mechanisms will be explored to predict and understand reactions with transition metal complexes. Pre-requisites: CHM 2710/2720. Three credit hours.

CHM 4710-4730 Internship in Chemistry

This course is designed to provide the chemistry major an opportunity to gain experience in a chemistry lab. The successful student's internship will likely be in the form of a chemistry laboratory technician opportunity found within an industry's R & D (Research & Development) department or QC (quality control), however other positions may also be available. The student is expected to learn the skills needed to successfully work within this internship, grow in their responsibilities, keep all company information private, and leave the internship with a letter of recommendation from the company's human resource department. This internship is not limited to industry. For instance, the student could be a water-quality chemist for our local zoo. One to three credit hours.

CHM 4810-4830 Research in Chemistry

A course designed to give the student an opportunity to do individual research in an area of special interest in chemistry. A written report or professional presentation of the results at an external meeting at the regional or national level is required. Prerequisite: consent of the faculty research advisor. This course is designed to train the student in relevant research investigation, problem solving, acquisition of scientific data, library research, and dissemination of research results to a broader public. The student is expected to become a member of a scientific society or academy and promote their science at local and/or regional/national venues. The student is expected to commit 40 hours of research work per credit hour earned. This time commitment is fulfilled through laboratory and out-of-lab requirements. One to three credit hours.

ENVIRONMENTAL SCIENCE

ENV 2110 General Ecology

A study of the interaction of organisms with their physical environment and with each other. Particular focus will be on application of ecological concepts and field work in various local ecosystems. Students must enroll concurrently in ENV 2120. Four credit hours.

ENV 2120 General Ecology Lab

This laboratory is designed to support ENV 2110 and must be taken concurrently with the course.

ENV 2410 Plant Biology

Integrated study of plants as organisms. Deals with plant structure, physiology, development, genetics, ecology, and classification of major plant groups. Prerequisite: BIO 1610 or consent of the instructor. Students must enroll concurrently in ENV 2420. Four credit hours. (Cross-listed; register as BIO 2410.)

ENV 2420 Plant Biology Laboratory

The laboratory is designed to support ENV 2410 and must be taken concurrently with the course. (Cross-listed; register as BIO 2420.)

ENV 2510 Animal Biology

Integrated study of animals as organisms. Deals with animal structure, physiology, development, genetics, ecology, and classification of major animal groups. Prerequisite: BIO1610 or consent of the instructor. Students must enroll concurrently in ENV 2520. Four hours. (Cross-listed; register as BIO 2510.)

ENV 2520 Animal Biology Laboratory

The laboratory is designed to support ENV 2510 and must be taken concurrently with the course. (Cross-listed; register as BIO 2520.)

ENV 3210 Aquatic Ecology

An overview of physical, chemical, and biological components and their interactions in streams and lakes. Prerequisite: ENV 2110. Students must enroll concurrently in ENV 3220. Four credit hours.

ENV 3220 Aquatic Ecology Lab

This laboratory is designed to support ENV 3210 and must be taken concurrently with the course.

ENV 3410 Environmental Ethics

An exploratory study of secular and Christian views of the natural world and humanity's place in it. Special attention on practical application of a Biblical stewardship ethic. Prerequisite: 55 credit hours. Three credit hours.

ENV 4010 Senior Seminar

This course is designed as a capstone course for science majors and is meant to teach valuable skills and give experience with tools needed for science careers or post-graduate education. Prerequisites: BIO 1610 and senior class standing or consent of the instructor. Three credit hours. (Cross-listed; register as BIO 4010.)

ENV 4210 Genetics

A study of both in-depth, classical genetics and underlying molecular mechanisms, genetic mechanisms and processes, recombination, genetic interaction, and gene regulation. The course includes hands-on laboratory experiments involving current procedures in molecular genetics. Prerequisite: BIO 1610 and BIO 2310 or consent of the instructor. Three credit hours. (Cross-listed; register as BIO 4210.)

ENV 4810-4860 Field Education

Research projects or internships to be chosen in the areas of environmental science and outreach in consultation with the instructor. Prerequisite: permission of the environmental science program director. 1-6 credit hours.

EXERCISE SCIENCE

EXS 1000 Introduction to Exercise Science

Introduction to Exercise Science is an entry level course that is designed to introduce students to the field of exercise science. This course will prepare students with knowledge and information on related health topics including: the history of exercise science, fitness assessment, nutrition, biology, exercise physiology, biomechanics, physical fitness, career opportunities, and beginning diagnostic tools. Three credit hours.

EXS 1050 Dynamics of Fitness

This course will investigate major topics in the study of lifestyle management. Topics included are: wellness, physical fitness, nutrition, disease, prevention, stress management, and consumerism. Three credit hours.

EXS 2000 Kinesiology

This course is designed to guide students in the exploration of human anatomy, functional anatomy, fundamental movements and select movements. This will include an in-depth examination of the musculoskeletal framework through structure, function, and application in sport and exercise. Three credit hours.

EXS 2150 Practicum in Exercise Science

A practical experience rotation in real-world settings. Students observe exercise science professionals in their prospective fields, and work on interpersonal skills at rotation settings. Pre-requisite: EXS 1000. Two credit hours.

EXS 2520 Care and Prevention

Designed to provide information needed to manage the care of athletic injuries—from prevention, identification and assessment of injuries to interaction with players, parents and physicians. Geared toward those beginning careers in fitness or coaching, equipping them for management and implementation of injury and emergency situations. Prerequisites: EXS 2000 or BIO 1710/1720 or BIO 3210/3220. Three credit hours.

EXS 3000 Strength and Conditioning

Principles of strength and conditioning draws students into a creative design and implementation of exercise for various areas of the body. A large majority of students pursuing careers dealing with exercise will encounter prescription weight training and physical conditioning. This course specifically addresses form, function, and programming for the upcoming professional. Prerequisite: EXS 2000. Three credit hours.

EXS 3600 Fitness Assessment

This course prepares students to understand the fundamentals of proper fitness assessment and development of prescriptive exercise. The focus of the course is placed on assessment methodology, developing skills with modern test equipment, and incorporating collected data into exercise programs. Prerequisites: BIO 1710/1720. Three credit hours.

EXS 3750 Exercise Cardiology

The design of the course is geared toward an in-depth study of the anatomy of the heart. Students will engage in assessment and testing of the heart in a resting and active state. An examination of abnormalities found in general, athletic, pediatric, women, and special populations. ECG testing and equipment skills proficiency along with data interpretation will be included as well. Prerequisites: BIO 2010/2020, or BIO 3210/3220. Three credit hours.

EXS 4180 Exercise Physiology

This course examines the structural components of the musculoskeletal, nervous, cardiovascular, respiratory, and endocrine systems. In addition, there is a comprehensive review of the body's response to exercise, optimal work capacity during exercise training, and limitations due to environmental factors, age, sex, and physical health. Prerequisites: BIO 2040/2050 or BIO 3310/3320. Three credit hours.

EXS 4240 Biomechanics

This course introduces concepts of mechanics in relation to human movement, specifically in exercise, sport and physical activity. The primary focus is to gain understanding of mechanical and anatomical principles that control the link between human motion and structural mechanics in coordination with functional mechanisms. Prerequisites: BIO 2040/2050 or BIO 3310/3320. Three credit hours.

EXS 4840 Research in Exercise Science

A course designed to give the student an opportunity to do individual research on a topic of interest in Exercise Science. Prerequisites: EXS 1000 and EXS 2150. Two credit hours.

EXS 4930 Internship in Exercise Science

The internship includes activity in a work environment, allowing the student to experience a hands-on opportunity to apply the skills and principles learned in class to a real-world, professional setting. Three hours of credit is given and is equivalent to approximately 120 hours in the work-place (or 40 work hours per credit hour). Prerequisites: EXS 1000 and EXS 2150. Three credit hours.

MATHEMATICS

MAT 1110 Mathematics for Elementary School Teachers

This course investigates a variety of topics necessary for future elementary school teachers. Topics covered include numbers, measurement, probability, statistics, geometry, patterns, spatial relationships, and logic. This is not a methods class; it is a mathematics content class. Prerequisites: 12 credit hours; Basic Algebra and SED 1000. Three credit hours.

MAT 1120 College Algebra

Topics include algebraic operations, manipulation of functions, polynomial equation solutions, inequalities, logarithms, and exponentials. There will be practice with solving systems of equations, graphing, and algebra applications. Three credit hours.

MAT 1180 Mathematical Models

This is a course that covers a wide range of mathematical applications in order to encourage better quantitative reasoning. Topics may include, but are not limited to units, percentages, significant figures, financial math, descriptive statistics, probability, math modeling, math in the arts, and math in politics. Prerequisites: 12 credit hours; Basic Algebra. Three credit hours.

MAT 1230 Calculus I

This course is a traditional introductory calculus course. We will study functions, limits, derivatives, and integrals. Applications of the derivative and the fundamental theorem of calculus will be particular highlights of this class as well as integrals and derivatives of logarithms and exponential functions. Four credit hours.

MAT 1240 Calculus I Lab

The laboratory is designed to support MAT 1230 and must be taken concurrently with the course. Zero credit hours.

MAT 1250 Calculus II

This course is a continuation of the topics covered in Calculus 1. We will study integration techniques, as well as integrals and derivatives of a variety of functions: logarithms, exponential functions, inverse trigonometric functions, and hyperbolic trigonometric functions. We will also study applications of integration, improper Riemann integrals, and L'Hopital's rule for taking limits. Investigating infinite sequences and infinite series will be a highlight of this course. Prerequisites: MAT 1230 or permission of the mathematics program director. Four credit hours.

MAT 1260 Calculus II Lab

The laboratory is designed to support MAT 1250 and must be taken concurrently with the course. Zero credit hours.

MAT 2100 Introduction to Proofs

This course is an introductory course on proofs-and emphasizes logic, set theory and proof techniques. Theorems will be taken from topics including set theory, number theory and real analysis. Oral presentations of proofs are required. Prerequisites: none. Three credit hours.

MAT 2220 Discrete Mathematics

This course is an introduction to discrete mathematics, including combinatorics and graph theory. Topics covered include graph coloring, trees and searching, network flows, network algorithms and complexity analysis, recurrence relations, functions and relations, generating functions, matrices, set theory, and probability. An emphasis will be on proof by induction. Prerequisite: MAT 2100. Three credit hours.

MAT 2250 Calculus III

This course is an investigation of limits, derivatives, and integrals of functions of more than one variable. We will study various applications of calculus, further topics of multivariable calculus, and ways in which calculus interplays with the other mathematical disciplines such as linear algebra, probability theory, and complex analysis.

Prerequisites: MAT 1250 or permission of the mathematics program director. Three credit hours.

MAT 2280 Differential Equations

A study of differential equations using analytical, numerical and graphical techniques. Emphasis is placed on solving first and second order, and systems of differential equations. Various types of differential equations, their solutions and their applications in physical sciences will be studied. Prerequisite: MAT 2250. Three credit hours.

MAT 3130 Linear Algebra

This course builds on the geometric interpretation of vectors and linear equations from Calculus 3 to consider a more abstract view of linear algebra using vector spaces and linear transformations. The history of linear algebra is interspersed throughout the course. Emphasis is placed on real life applications, and technology is used when necessary. Prerequisite: MAT 2250. Three credit hours.

MAT 3200 Probability and Statistics

This is an introductory course in probability and statistics. We will begin with basic descriptive statistics and the best ways to understanding and communicate data. From there, we will use computer simulations and random data to build an understanding of inference and application of probability. The last two-thirds of the course is dedicated to statistical inference in a variety of situations, including tests and confidence intervals for a single mean and proportion, comparing two means, comparing two proportions, comparing multiple means (ANOVA) and proportions (chi-square), correlation and regression. Prerequisites: 12 credit hours; Basic Algebra. Three credit hours.

MAT 3260 History of Mathematics

In this course we will study the development of mathematics from ancient history up through today; the significant people and cultures behind the development of mathematics; and the symbols, the theorems, and the applications of mathematics throughout the centuries. We will see how the mathematics of the day was revolutionized with the discovery of new theorems, and how often times the development of mathematics within a culture went hand in hand with the development of the culture itself. Prerequisite: MAT 2100 or permission of the mathematics program director. Three credit hours.

MAT 3280 College Geometry

This course is a thorough investigation of the axioms and theorems of Euclidean geometry. Throughout this course we will also cover several topics in non-Euclidean geometry, symbolic logic, and axiomatic systems in general. This course is designed to thoroughly equip a future high school teacher with the content knowledge needed to successfully teach geometry. Prerequisite: MAT 2100 or permission of the mathematics program director. Three credit hours.

MAT 3380 Number Theory

This is a course on integers, and covers a variety of theorems dealing with mathematical induction, prime numbers, congruence equations, and arithmetic functions. Throughout this course we lay the foundation for understanding the RSA encryption algorithm. We finish this course by studying RSA and its applications. Prerequisite: MAT 2100 or permission of the mathematics program director. Three credit hours.

MAT 3930 Independent Study in Mathematics

An independent study in mathematics is designed for students who have excelled in several post-calculus classes and have a desire to study a topic that is not currently available in the curriculum. A student wishing to take an independent study will establish a topic to study and seek out a faculty member to whom he or she will be responsible. Once a topic and a faculty member are determined, permission for the independent study must be

obtained from the mathematics program director. Independent study in mathematics is a non-repeatable class. Prerequisites: MAT 2250; availability of professor; permission of the mathematics program director. Three credit hours.

MAT 4020 Senior Seminar in Mathematics

This is a capstone course for mathematics and mathematics education majors. This course will cover several topics that draw together the various mathematical disciplines, and will portray the global perspective of mainstream mathematics. This course may meet in conjunction with other capstone courses within the science division for a portion of the semester. Prerequisites: declared mathematics or mathematics education major; MAT 2250. Three credit hours.

MAT 4140 Abstract Algebra

Standard algebra is a study of the arithmetic structure of numbers, and of functions of numbers. There are other objects that we study in mathematics besides numbers, and consequently other arithmetic structures; for example, matrices, functions, and permutations. Modern Algebra is the study of general arithmetic structures, and of functions of these general structures. In this course we study the axioms of group theory and develop the body of theorems associated with these axioms. If time permits, we will also investigate the axioms and theorems of ring theory and field theory. Prerequisite: MAT 2100 or permission of the mathematics program director. Three credit hours.

MAT 4200 Probability Theory

In this course we study the axioms and theorems of probability theory. We study probability distributions of discrete and continuous random variables, and many of their applications. Throughout this course we will use a significant amount of calculus to develop the theory of probability. Prerequisite: MAT 2250 and MAT 2100 or permission of the mathematics program director. Three credit hours.

MAT 4320 Mathematical Statistics

This course is the study of multivariable statistics on real data sets. Correlation, hypothesis testing and ANOVA are highlights of this class. Significant use of calculus will be utilized. We use Minitab extensively. Prerequisite: MAT 2250, MAT 3200.

MAT 4280 Real Analysis

Introduction to the fundamental concepts of real analysis. A study of the real number system, limits, sequences, series, convergence, functions, continuity, differentiability, and Riemann integration can all be touched on. Prerequisite: MAT 2100 or permission of the mathematics program director. Three credit hours.

MAT 4830 Research in Mathematics

Research in mathematics is designed for students who have excelled in several post-calculus classes and have a desire to investigate the fine details of a topic in an attempt to advance the theory with new theorems, new proofs, or new applications. A student wishing to undertake such a research project must do so under the strict supervision of a faculty member and with the permission of the mathematics program director. The supervising faculty member must be willing to invest significant time into helping the student find appropriate resources, ask appropriate research questions, and seek out coherent answers to the questions asked. This course is intended to give students precursory experience into what a graduate thesis experience would be like. Research in mathematics is a non-repeatable class. Prerequisites: MAT 2200; availability of professor; permission of mathematics program director. Three credit hours.

PHYSICS

PHY 2140 College Physics I

The first half of a basic course for students of the life sciences, covering the topics of mechanics, heat and thermodynamics, properties of matter, waves and sound. Four credit hours.

PHY 2150 College Physics I Lab

Designed to support PHY 2140 and must be taken concurrently with the course.

PHY 2160 College Physics II

The second half of a basic course for students of the life sciences, covering the topics of electricity, magnetism, light optics, atomic and nuclear physics. Emphasis is on an understanding of the physical principles operative in biological systems and on the application of physical methods in biology and medicine. Prerequisite: PHY 2140/2150. Four credit hours.

PHY 2170 General Physics II Lab

Designed to support PHY 2160 and must be taken concurrently with the course.

PHY 2240 University Physics I

This is the first half of a two-semester course in calculus-based physics suggested for students in the physical sciences and mathematics. Definitions, concepts, and problem solving will be emphasized. Topics include kinematics, dynamics, energy, conservation laws, rotation, harmonic motion, mechanical waves and thermodynamics. Prerequisite: MAT 1230. Four Credit hours.

PHY 2250 University Physics I Lab

Designed to support PHY 2240 and must be taken concurrently with the course.

PHY 2260 University Physics II

This is the second half of a two-semester course in calculus-based physics suggested for students in the physical sciences and mathematics. Definitions, concepts, and problem solving will be emphasized. Topics include electricity and magnetism, (electric and magnetic fields, forces, energy, potential, charged particle motion, induction, and circuits), sound waves and optics. Prerequisite: PHY 2240/2250. Four credit hours.

PHY 2270 University Physics II Lab

Designed to support PHY 2260 and must be taken concurrently with the course.

PHY 4810–4830 Research in Physics

Designed for research on a topic of interest. One to three credit hours.

GENERAL SCIENCE

SCI 1140 Physical Science Survey

Activities and lectures will cover motion, energy, gravity, light, radiation, earth materials, and space. Three credit hours.

SCI 1160 Theories on Origins

A survey of origin theories with emphasis on creation/evolution. Explores fossils, design, thermodynamics, chronology, flood geology, life in space, and current creation research. Three credit hours.

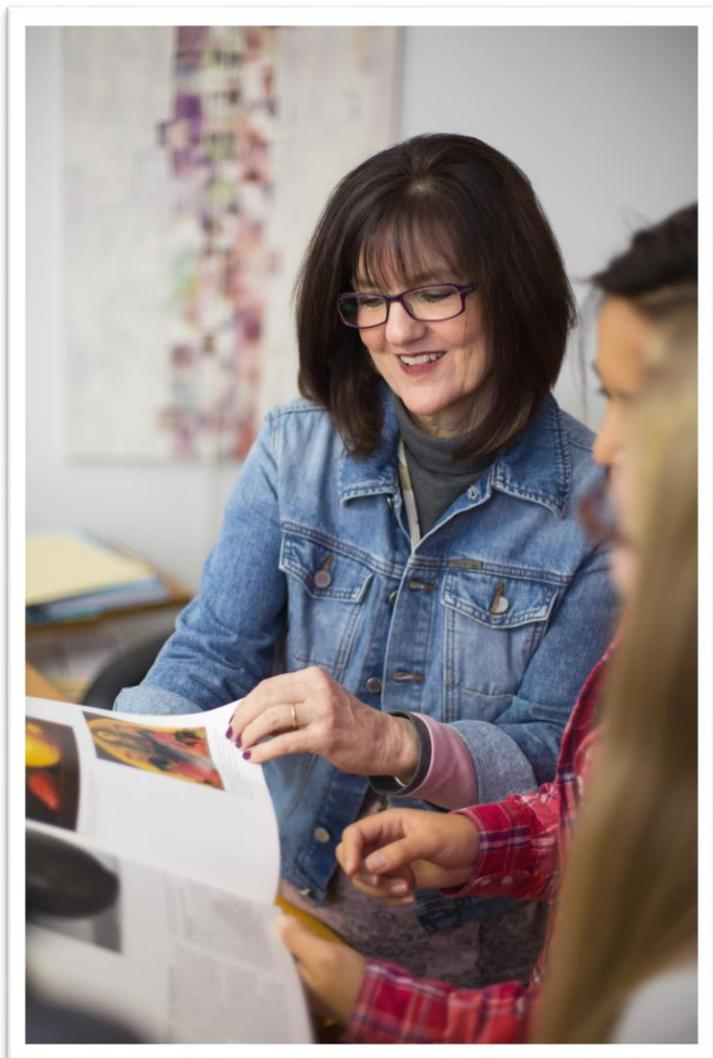
SCI 2030 Faith, Science, and Reason

Faith, Science, and Reason is designed to assist the student in demonstrating the scope and magnitude of science and mathematics: why we study these subjects; knowing the limitations of these subjects; where the Christian fits and operates within the scientific paradigm; how a Christian can incorporate their faith and reason within the scientific enterprise; and how to use it as a productive platform when communicating to those of different worldviews. Three credit hours.

SCI 3910–3930 Independent Study in Physical Science

Topics or projects to be chosen and investigated in the areas of physical science in consultation with the individual instructor. Prerequisite: permission of the physical science program director. One to three credit hours, non-repeatable.

Department of Visual, Performing, and Media Arts



Faculty

Kim M. Reiff, M.F.A.
Department Chair
Assistant Dean, School of Arts &
Sciences

Walter J. Brath, D.W.S.
Worship Arts Program Director

Richard W. Wanjema, M.F.A.
Media Arts Program Director

Michael L. Yocum, M.A.,
Theatre Program Director

Part-time Faculty:

Cynthia Bryan, M.S.
Nicole Croy, M.A.
Ardis R. Faber, D.A.
Bethany G. Muck, M.A.
Don Swartzentruber, M.F.A.
Scott Workman, M.M.

VISUAL, PERFORMING, AND MEDIA ARTS DEPARTMENT MISSION AND PURPOSE

Purpose:

The department's purpose is to prepare students in knowledge and skills for advanced achievement of their combined capabilities in studio, analysis, history, and technology.

Goal:

In preparation for professional careers in art and design our goal is to provide students with studies, practice, and experiences from a Christ-centered perspective that will serve to guide in the development of their ability to: 1) demonstrate excellence in creative work, 2) achieve competency in the use of tools and technology in their areas of specialty, and 3) articulate analytical perceptions in theoretical, cultural and stylistic contexts.

Faith Integration:

We look to scripture to understand the source of our creativity. In Genesis 1:1, we read, *In the beginning, God created the heaven and the earth.* Foundational art methods of concept, process, product, and critique are revealed in Genesis 1:2-4. When the earth was in darkness, God conceptualized light. Next came His process and product. He spoke the words, *Let there be light, and there was light.* He then evaluated what He had made and proclaimed that it *was good.*³

Because creativity is an act of worship, our work is infused with our faith. As artists, we envision the great Creator. Being made in His image, we strive to achieve His example of excellence so that we, too, can evaluate our creative work as *good.*

The Visual, Performing, and Media Arts Department is dedicated to assisting students in the synthesis of defining their calling as artists, Christians, and professionals that will enable them to communicate with expertise in a visually oriented world.

Outcomes:

1) Students will demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.¹ 100% participation required.

Assessment: A senior project or final presentation in the major area is required. (Addresses *Character*)

2) Students will demonstrate competency by developing a body of work for evaluation in the major area of study.¹ 100% participation required. **Assessment:** A senior body of work installed for public exhibition in the major area is required. (Addresses *Competence*)

3) Students will demonstrate the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.¹ 100% participation required. **Assessment:** A scholarly product or final presentation relevant to field experience in the major area is required. (Addresses *Service*)

References:

¹ See NASAD (National Assoc. of Schools of Art and Design) Handbook (2010-11), pp 82-84. (VIII.B., C.)

² See NASAD (National Assoc. of Schools of Art and Design) Handbook (2010-11), pp 82-84 (VIII.A.1-5).

³ See The Holy Bible, King James Version (2010). Genesis, (p 1). Grand Rapids, MI: Zondervan.

MAJORS

VISUAL ARTS PROGRAM:

Art
Illustration
Photography
Visual Communication Design

PERFORMING ARTS PROGRAM:

Worship Arts

MEDIA ARTS PROGRAM:

Media Arts
Web Design and Development

Students are required to select one major and one minor for their course of study. Students who have received permission to double major (one major inside the field of art and one major outside the field of art) are not required to fulfill a minor. Elective courses must be unique to each major and/or minor.

A Bachelor of Arts degree candidate completes the required 6 credit hours of a foreign or biblical language, while the requirements for a Bachelor of Science degree include 3 credit hours of math and 3 credit hours of a science or social science.

ART MAJOR

The requirement for this major is 42 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

The art major focuses on the breadth of general studies in the visual arts within the context of a liberal arts framework. It is designed to develop through experience the student's sensitivity and technical skills, to increase the ability to make workable connections between concept and media, and to gain discernment of quality in works of art.

Art Requirements - 33 credits:

ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
ART 2200 Ceramics I
ART 2400 Painting I
ART 2600 Digital Photography
ART 3310 Art History: Beginning to Renaissance
ART 3320 Art History: Renaissance to Modern
VCD 2120 Three-Dimensional Design
VCD 2310 Visual Communication Design I
VCD 3840 Selected Topics in Art/Design
VCD 4420 Senior Art/Design Portfolio

Art Electives - 9 credits to be chosen from:

ART 1220 Drawing II
ART 1300 Photography I
ART 2700 Life Drawing
ART 3180 Painting II
ART 3200 Ceramics II
ART 3240 Watercolor Painting
ART 4210 Selected Topics in Art History

ART 4230 Art Integrations
ART 4830 Advanced Individual Studies
VCD 2510 Visual Communication Design II
VCD 3200 Multimedia Design
VCD 3430 Illustration I
VCD 3480 Visual Narrative
VCD 4730 Art/Design Internship

ILLUSTRATION MAJOR

The requirement for this major is 45 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

The illustration major will provide students with a strong foundation for careers that showcase their artistic abilities to develop visual imagery in the context of a message. The illustration major focuses on developing expertise in several genres, perfecting individual creative production in select medium, and learning fundamentals of self-marketing. The purpose of the illustration major is to utilize knowledge of illustrative rendering, design principles, and cultural contexts to produce dynamic visual images that address specific narratives.

Illustration Requirements - 39 credits:

ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
ART 2400 Painting I
ART 1220 Drawing II or ART 3180 Painting II
ART 2700 Life Drawing
ART 3310 Art History: Beginning to Renaissance
ART 3320 Art History: Renaissance to Modern
VCD 3430 Illustration I
VCD 3480 Visual Narrative
VCD 3500 Advanced Illustration
VCD 3840 Selected Topics in Art/Design
VCD 4420 Senior Art/Design Portfolio
VCD 4730 Art/Design Internship

Illustration Electives - 6 credits to be chosen from:

ART 1220 Drawing II
ART 2200 Ceramics I
ART 2600 Digital Photography
ART 3180 Painting II
ART 3240 Watercolor Painting
ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
ART 4830 Advanced Individual Studies
VCD 2120 Three-Dimensional Design
VCD 2310 Visual Communication Design I
VCD 3200 Multimedia Design
VCD 3420 Typography

MEDIA ARTS MAJOR

The requirement for this major is 45 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

The media arts major incorporates advanced digital-based visual imaging, concepts, and applications in visual communication design, motion graphics, web-based media, and fundamental audio/visual media design and production. Through a Christian perspective, students will prepare to analyze differing viewpoints of users, audiences, and client experiences. Emphasis will be on the application of design research, strategic thinking, creative concepts, and graphics implementation to prepare students for the development, production, and delivery of multi-sensory visual communication.

Media Arts Requirements - 39 credits:

ART 2110 Art and Design Fundamentals
ART 2600 Digital Photography
CIN 3270 Introduction to Cinema
ISM 2700 HTML and Web Development
MDI 4330 Media Production
VCD 2310 Visual Communication Design I
VCD 2510 Visual Communication Design II
VCD 3480 Visual Narrative
VCD 3700 Visual Communication Design III
VCD 3840 Selected Topics in Art/Design
VCD 4420 Senior Art/Design Portfolio
VCD 4480 Advanced Visual Communication Design
VCD 4730 Art/Design Internship

Media Arts Electives - 6 credits to be chosen from:

ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
ART 4830 Advanced Individual Studies
CIN 3300 Film, Faith, & Popular Culture
ISM 1150 Intro to Computer Science
THT 3210 Introduction to Theatre
VCD 3200 3150 Multimedia Design
VCD 3420 Typography
VCD 4730 Art/Design Internship
WMU 1300 Worship Music Fundamentals
WMU 3385 Studio Management/ Multimedia Law

NOTE: Course descriptions for ISM can be found in the Department of Business course listings.

PHOTOGRAPHY MAJOR

The requirement for this major is 45 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

The photography major will provide students a foundation for understanding photographic techniques and processes used within the industry and its relationship to visual disciplines and influence on culture. The purpose of the photography major is to develop proficient individualized conceptual and technical skills to produce imagery that will visually communicate in a variety of marketplaces.

Photography Requirements - 39 credits:

ART 1300 Photography I
ART 2110 Art and Design Fundamentals
VCD 2310 Visual Communication Design I
ART 2600 Digital Photography
ART 3310 Art History: Beginning to Renaissance
ART 3320 Art History: Renaissance to Modern
ART 3600 Photography II

ART 4300 Advanced Photography
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative
VCD 3840 Selected Topics in Art/Design
VCD 4420 Senior Art/Design Portfolio
VCD 4730 Art/Design Internship

Photography Electives - 6 hours to be chosen from:

ART 2200 Ceramics I
ART 3240 Watercolor Painting
ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
ART 4830 Advanced Individual Studies
VCD 2120 Three-Dimensional Design
VCD 2510 Visual Communication Design II
VCD 3700 Visual Communication Design III
WMU 3385 Studio Management/Multimedia Law

VISUAL COMMUNICATION DESIGN MAJOR

The requirement for this major is 45 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

A degree in visual communication design will provide a strong foundation for careers within the innovative field of visual communication design. This major offers structured opportunities for study in static and dynamic formats such as print based, interactive and environmental applications. The purpose of the visual communication design major is to develop visual design skills, increase knowledge of technical production processes, focus on relationships between audience, context, and content, and to address the physical, cultural, and technological aspects in the design of visual communication.

Visual Communication Design Requirements - 39 credits:

ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
ART 3310 Art History: Beginning to Renaissance
ART 3320 Art History: Renaissance to Modern
VCD 2120 Three-Dimensional Design
VCD 2310 Visual Communication Design I
VCD 2510 Visual Communication Design II
VCD 3420 Typography
VCD 3700 Visual Communication Design III
VCD 3840 Selected Topics in Art/Design
VCD 4420 Senior Art/Design Portfolio
VCD 4480 Advanced Visual Communication Design
VCD 4730 Art/Design Internship

Visual Communication Design Electives – 6 credits to be chosen from:

ART 2200 Ceramics I
ART 2400 Painting I
ART 2600 Digital Photography
ART 3240 Watercolor Painting
ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
ART 4830 Advanced Individual Studies

MDI 4330 Media Production
VCD 3200 Multimedia Design
VCD 3430 Illustration I
VCD 3480 Visual Narrative
VCD 4730 Art/Design Internship
WMU 3385 Studio Management/Multimedia Law

WEB DESIGN AND DEVELOPMENT MAJOR

The requirement for this major is 42 credit hours for either a Bachelor of Arts or a Bachelor of Science degree. A minor is required. While suggested minors include media arts, photography, business or marketing, students may select any minor in their interest area.

This program is designed to prepare students for professional careers, which utilize both artistic design and technology development skills. This major will provide a foundational understanding by integrating courses and competencies from both the Department of Visual, Performing, and Media Arts and the Information Systems program. By learning to uniquely balance both aspects of design and development, students will be capable of creating an aesthetically pleasing design, as well as implementing a design through the development of a functional web product.

Visual Communication Design Requirements - 18 credits:

ART 2110 Art and Design Fundamentals
VCD 2310 Visual Communication Design I
VCD 2510 Visual Communication Design II
VCD 3700 Visual Communication Design III
VCD 3840 Selected Topics in Art/Design
VCD 4480 Advanced Visual Communication Design

Web Development Requirements - 18 credits:

ISM 1150 Introduction to Computer Science
ISM 2150 Object Oriented Computer Programming
ISM 2700 HTML and Web Development
ISM 3400 Database
ISM 4110 Client-side Programming
ISM 4120 Server-side Programming

Marketing Component - choose one of the following (3 credits):

COM 3460 Organizational Communication & Behavior
MKT 2150 Marketing Principles

Capstone Course (3 credits):

VCD 4420 Senior Art/Design Portfolio

NOTE: Course descriptions for ISM and MKT can be found in the Department of Business course listings. Course descriptions for COM can be found in the Department of Languages, Literature, and Communication course listings.

WORSHIP ARTS MAJOR

The requirement for this major is 69-70 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

This major provides students opportunities to develop skills that fuse musical talents with leadership, technology, visual art and design or theatre arts for the purpose of serving in a worship environment. Through the creative arts approach, students prepare for the integration of music as a form of worship in a Christian worship environment.

Students combine musicianship with theology, and live performance and production, and a creative arts emphasis area. Music proficiency focus is on keyboard, voice, percussion, and guitar. Prior placement into the program or permission of program director is required for this minor.

Worship Arts Foundation - 36 credits:

BBL 2011 Understanding the Old Testament I
BBL 2013 Understanding the Old Testament II
BBL 2020 Understanding the New Testament
WMU 1300 Worship Music Theory Fundamentals
WMU 2600 Worship Music Theory I
WMU 2610 Worship Planning and Administration
WMU 3100 Worship Music Theory II
WMU 3400 Worship Music Theory III
WMU 3770 History of Christian Worship
WMU 4100 Arranging
WMU 4200 Biblical Theology of Worship Arts
WMU 4620 Senior Capstone – Form and Analysis

Performance Development and Lesson Laboratory - 18 credits (3 credits each Lab):

WMU 2001 – Lab 1; WMU 2002 - Lab 2; WMU 3001 - Lab 3
WMU 3002 - Lab 4; WMU 4001 - Lab 5; WMU 4002 - Lab 6

Emphasis - choose one option (15 credits):

Emphasis Option 1: Worship Leadership or *Worship Music Director (15 credits):

BBL 2040 Foundations of Ministry Leadership
BBL 3090 Spiritual Formation
ICS 3650 Intercultural Ministry or *WMU 2460 Introduction to Recording (formerly WMU 2450) (1 APL)
WMU 3510 Worship Arts Technology
WMU 4490 Methods Keyboard, Voice, Guitar, Percussion

Emphasis Option 2: Music Technology (15 credits):

BBL 2040 Foundations of Ministry Leadership
WMU 2460 Introduction to Recording (formerly WMU 2450)
WMU 3510 Worship Arts Technology
WMU 4300 Advanced Studio Recording
WMU 4490 Methods Keyboard, Voice, Guitar, Percussion

Emphasis Option 3: Visual Arts/Design (15 credits):

ART 2110 Art and Design Fundamentals
ART 2600 Digital Photography
VCD 2310 Visual Communication Design I
VCD 2510 Visual Communication Design II
VCD 3420 Typography

Emphasis Option 4: Theatre Arts (15 credits):

THT 3210 Introduction to Theatre
THT 3130 Stagecraft
THT 3230 Oral Interpretation or THT 3250 Fundamentals of Acting
THT 4250 Directing
THT 4260 Religious Drama Workshop

Emphasis Option 5: Nashville Contemporary Music Center (16 credits):

WMU 4550 Junior or Senior level

Electives - select two courses from the following (6 credits):

WMU 3385 Studio Management/Multimedia Law
WMU 3840 Selected Topics in Worship Music
WMU 4350 Musical Improvisation
WMU 4230 Worship Music Integrations
WMU 4730 Worship Arts Internship
WMU 4830 Advanced Individual Study in Worship Arts

NOTE: Course descriptions for BBL, ISC, and MIS can be found in the Department of Biblical Studies course listings.

MINORS

VISUAL ARTS PROGRAM:

Art
Illustration
Photography
Visual Communication Design

PERFORMING ARTS PROGRAM:

Music Arts
Music Technology
Theatre Arts
Worship Arts

MEDIA ARTS PROGRAM:

Film Studies
Media Arts

ART MINOR (for non-Art majors)

Non-art majors may select the art minor for breadth of focus in the visual arts. This general art minor is intended for students pursuing bachelor degrees in disciplines outside the field of art. The requirement for the minor is 21 hours.

Art Requirements - 12 credits:

ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
Select two of the following Art History Courses:
ART 3310 Art History: Beginning to Renaissance
ART 3320 Art History: Renaissance to Modern
ART 4210 Selected Topics in Art History

Art Electives - 9 credits to be chosen from:

ART 1220 Drawing II
ART 2200 Ceramics I
ART 2400 Painting I
ART 2600 Digital Photography
ART 2700 Life Drawing
ART 3180 Painting II
ART 3200 Ceramics II

ART 3240 Watercolor Painting
ART 4230 Art Integrations
VCD 2120 Three-Dimensional Design
VCD 2310 Visual Communication Design I
VCD 3200 Multimedia Design

FILM STUDIES MINOR

The Film Studies minor is offered through collaboration with the Council of Christian Colleges and Universities (CCCU). Sixteen credits of the minor are taken on location in Los Angeles, California. Six credits are taken at Grace College, Winona Lake campus. This minor is intended for students pursuing any major area of study. The requirement for the film studies minor is 22 hours. For more information visit <http://www.bestsemester.com>.

Los Angeles Film Studies Center Requirements - 16 credits:

CIN 0010 Los Angeles Film Studies Center

Film Studies Requirements (Grace Campus) - 6 credits:

CIN 3270 Introduction to Cinema
MDI 4330 Media Production

ILLUSTRATION MINOR

Intended for students pursuing any major area of study. Students completing a major outside the field of art will select from courses listed on the right side of the minor checksheet. Students who are completing a major inside the field of art will select from courses listed on the left side of the minor checksheet. The requirement for the illustration minor is 21 hours.

For students majoring outside the field of art

Illustration Requirements – 18 credits (select six courses from the following):

ART 1200 Drawing I
ART 1220 Drawing II
ART 2110 Art and Design Fundamentals
ART 2400 Painting I
VCD 3430 Illustration I
VCD 3480 Visual Narrative
VCD 3500 Advanced Illustration

Illustration Electives - 3 credits to be chosen from:

ART 1220 Drawing II
ART 2600 Digital Photography
ART 2700 Life Drawing
ART 3180 Painting II
ART 3240 Watercolor Painting
ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
VCD 2310 Visual Communication Design I
VCD 3840 Selected Topics in Art/Design

For students majoring inside the field of art

Illustration Requirements - 18 credits (select six courses from the following):

ART 1200 Drawing I

ART 1220 Drawing II
ART 2700 Life Drawing
ART 2400 Painting I
ART 3180 Painting II
VCD 3430 Illustration I
VCD 3480 Visual Narrative
VCD 3500 Advanced Illustration

Illustration Electives - 3 credits to be chosen from:

ART 1220 Drawing II
ART 2600 Digital Photography
ART 2700 Life Drawing
ART 3180 Painting II
ART 3240 Watercolor Painting
ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
VCD 2310 Visual Communication Design I
VCD 3840 Selected Topics in Art/Design

MEDIA ARTS MINOR

Intended for students pursuing any major area of study. Students completing a major outside the field of art will select from courses listed on the right side of the minor checksheet. Students who are completing a major inside the field of art will select from courses listed on the left side of the minor checksheet. The requirement for the media arts minor is 21 hours.

For students majoring outside the field of art

Media Arts Requirements - 18 credits (select six courses from the following):

ART 2110 Art and Design Fundamentals
ART 2600 Digital Photography
CIN 3270 Introduction to Cinema
MDI 4330 Media Production
VCD 2310 Visual Communication Design I
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative
ISM 2700 HTML and Web Development

Media Arts Electives - 3 credits to be chosen from:

ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
CIN 3300 Film, Faith, and Popular Culture
ISM 2700 HTML and Web Development
THT 3210 Introduction to Theatre
VCD 3200 Multimedia Design
VCD 3840 Selected Topics in Art/Design
WMU 1300 Worship Music Theory Fundamentals
WMU 3385 Studio Management/Multimedia Law

For students majoring inside the field of art

Media Arts Requirements - 18 credits (select six courses from the following):

ART 2600 Digital Photography

CIN 3270 Introduction to Cinema
CIN 3300 Film, Faith, and Popular Culture
ISM 2700 HTML and Web Development
MDI 4330 Media Production
VCD 2310 Visual Communication Design I
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative
WMU 3385 Studio Management/Multimedia Law

Media Arts Electives - 3 credits to be chosen from:

ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
CIN 3300 Film, Faith, and Popular Culture
ISM 2700 HTML and Web Development
THT 3210 Introduction to Theatre
VCD 3200 Multimedia Design
VCD 3840 Selected Topics in Art/Design
WMU 3385 Studio Management/Multimedia Law
WMU 1300 Worship Music Theory Fundamentals

MUSIC ARTS MINOR

Intended for students pursuing any major area of study. The requirement for the music arts minor is 21 hours. Prior placement into the program or permission of program director is required for this minor.

Music Arts Requirements -18 credits:

WMU 1300 Worship Music Theory Fundamentals
WMU 2600 Worship Music Theory I
WMU 3100 Worship Music Theory II
WMU 3400 Worship Music Theory III
WMU 3770 History of Christian Worship
WMU 4490 Methods Keyboard, Voice, Guitar, Percussion

Performance Development and Lesson Laboratory (6 credits):

WMU 2001 – Lab 1
WMU 2002 – Lab 2

MUSIC TECHNOLOGY MINOR

Intended for students pursuing any major area of study. The requirement for the music technology minor is 21 hours. Placement into the program or permission of program director is required for this minor.

Music Technology Requirements - 15 credits:

WMU 1300 Worship Music Theory Fundamentals
WMU 2460 Introduction to Recording (formerly WMU 2450)
WMU 3510 Worship Arts Technology
WMU Biblical Theology of Worship Arts
WMU 4300 Advanced Studio Recording

Performance Development and Lesson Laboratory (6 credits):

WMU 2001 – Lab 1
WMU 2002 – Lab 2

PHOTOGRAPHY MINOR

Intended for students pursuing any major area of study. Students completing a major outside the field of art will select from courses listed on the right side of the minor checksheet. Students who are completing a major inside the field of art will select from courses listed on the left side of the minor checksheet. The requirement for the photography minor is 21 hours.

For

students majoring outside the field of art

Photography Requirements - 18 credits (select six courses from the following):

ART 1300 Photography I
ART 2110 Art and Design Fundamentals
ART 2600 Digital Photography
ART 3600 Photography II
ART 4300 Advanced Photography
VCD 2310 Visual Communication Design I
VCD 3200 Multimedia Design

Photography Electives - 3 credits to be chosen from:

ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative
VCD 3840 Selected Topics in Art/Design
WMU 3385 Studio Management/Multimedia Law

For students majoring inside the field of art

Photography Requirements - 18 credits (select six courses from the following):

ART 1300 Photography I
ART 2600 Digital Photography
ART 3600 Photography II
ART 4300 Advanced Photography
VCD 2310 Visual Communication Design I
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative

Photography Electives - 3 credits to be chosen from:

ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative
VCD 3840 Selected Topics in Art/Design
WMU 3385 Studio Management/Multimedia Law

THEATRE ARTS MINOR

Intended for students pursuing any major area of study. The requirement for the theatre arts minor is 21 hours.

Theatre Arts Requirements - 15 credits:

THT 3130 Stagecraft
THT 3210 Introduction to Theatre
THT 3250 Fundamentals of Acting
THT 4250 Directing

THT 4260 Religious Drama Workshop

Applied Performance and Production - 3 credits:

THT 4440 Applied Performance and Production

Theatre Arts Electives - 3 credits to be chosen from:

CIN 3270 Introduction to Cinema

CIN 3300 Film, Faith, and Popular Culture

LIT 3261 Genre Study: Drama

LIT 3280 Shakespeare

THT 3230 Oral Interpretation

NOTE: Course descriptions for LIT can be found in the Department of Languages, Literature, and Communication course listings.

VISUAL COMMUNICATION DESIGN MINOR

Intended for students pursuing any major area of study. Students completing a major outside the field of art will select from courses listed on the right side of the minor checksheet. Students who are completing a major inside the field of art will select from courses listed on the left side of the minor checksheet. The requirement for the minor is 21 hours.

For students majoring outside the field of art

Visual Communication Design Requirements - 18 credits (select six courses from the following):

ART 2110 Art and Design Fundamentals

ART 2600 Digital Photography

VCD 2310 Visual Communication Design I

VCD 2510 Visual Communication Design II

VCD 3700 Visual Communication Design III

VCD 3420 Typography

VCD 4480 Advanced Visual Communication Design

Visual Communication Design Electives - 3 credits to be chosen from:

ART 2600 Digital Photography

ART 4210 Selected Topics in Art History

ART 4230 Art Integrations

MDI 4330 Media Production

VCD 2120 Three-Dimensional Design

VCD 3200 Multimedia Design

VCD 3480 Visual Narrative

VCD 3840 Selected Topics in Art/Design

For students majoring inside the field of art

Visual Communication Design Requirements - 18 credits (select six courses from the following):

VCD 2120 Three-Dimensional Design

ART 2600 Digital Photography

VCD 2310 Visual Communication Design I

VCD 2510 Visual Communication Design II

VCD 3700 Visual Communication Design III

VCD 3420 Typography

VCD 4480 Advanced Visual Communication Design

Visual Communication Design Electives - 3 credits to be chosen from:

ART 1200 Drawing I
ART 2600 Digital Photography
ART 4210 Selected Topics in Art History
ART 4230 Art Integrations
MDI 4330 Media Production
VCD 3200 Multimedia Design
VCD 3480 Visual Narrative
VCD 3840 Selected Topics in Art/Design

WORSHIP ARTS MINOR

Intended for students pursuing any major area of study. The requirement for the worship arts minor is 21 hours. Prior placement into the program or permission of program director is required for this minor.

Worship Arts Requirements - 15 credits:

WMU 1300 Worship Music Theory Fundamentals
WMU 2600 Worship Music Theory I
WMU Worship Planning and Administration
WMU 3100 Worship Music Theory II
WMU 4200 Biblical Theology of Worship Arts

Performance Development and Lesson Laboratory (6 credits):

WMU 2001 – Lab 1
WMU 2002 – Lab 2

COURSE DESCRIPTIONS

HUM 2100 Creative Arts and Culture

Through the landscape of cultural history, this course explores the human phenomenon of creativity from prehistoric culture to our contemporary urban society. Posing the question “Why creative arts?” this course examines how creativity and culture define and reflect each other.

Viewed through a global, chronological, or thematic approach and in context of time and place, interrelationships of various modes of expression are presented for works of art, music, and literature.

During the course, students are required to select two experiential activities (beyond Grace campus) for engaging in creative arts and culture. Examples include, but are not limited to, art museums, gallery exhibits, visual and performing arts festivals, international/cultural festivals, symphony orchestras, music concerts, theatrical productions, and literary events. Grace Core requirement. Three hours.

VISUAL, PERFORMING, AND MEDIA ARTS:

ART 1200 Drawing I

An introductory course focusing on developing fundamental drawing skills and improving visual perception. The primary emphasis is on structural drawing and composition using dry media. A variety of studio exercises will be used. Three hours.

ART 1220 Drawing II

Drawing II explores the expressive applications of the student's drawing ability. Included are experiments with various media and problems in structural drawing, expressive sketching, and experimental techniques. Prerequisite: ART 1200. Three hours.

ART 1300 Photography I

An introduction to the fine art of photography, this course will emphasize creative and technical aspects of black-and-white photography. Study will include composition, aesthetic awareness, darkroom procedures and alternative processes. SLR film camera required. Studio fees apply. Three hours.

ART 2110 Art and Design Fundamentals

From the simple application of color to the complex devices that create illusionary space, this foundational lecture/studio course concentrates on the basic elements of two-dimensional and three-dimensional design. Students will apply aesthetics and theoretical methods. Oral and written art criticisms are employed. Three hours.

ART 2200 Ceramics I

An introduction to the study of ceramics as a three-dimensional medium. Through hand-constructed and wheel-thrown clay forms, students will explore issues in contemporary art. Ceramics processes will include glazing and firing. Studio fees apply. Three hours.

ART 2400 Painting I

The study and application of wet painting media (oil and/or acrylic) with an emphasis on a technical working knowledge and its application to a personal style. Prerequisite: ART 1200 and ART 2110 or permission of instructor. Three hours.

ART 2600 Digital Photography

Students explore digital photography as a tool for media communication. Contemporary issues will include ethics in story-telling and professional practices, file management, digital problem solving, and computer editing techniques. DSLR camera required. Studio fees apply. Three hours.

ART 2700 Life Drawing

This course focuses on aesthetic theories and practice of representational drawing. Subjects will include clothed human figures and micro and macro environmental forms. The course includes sketchbook journal development. Prerequisite: ART 1200. Three hours.

ART 3180 Painting II

Students learn advanced techniques and skills in oils, acrylics, and other media. Exploration of themes will include the landscape, still life, and portraiture. Prerequisite: ART 2400 or permission of instructor. Three hours.

ART 3240 Watercolor Painting

This course is an introduction to transparent watercolor medium. Methods and techniques will be explored. Three hours.

ART 3310 Art History: Beginning to Renaissance

This is a survey of art forms from ancient times to the Renaissance. The course focuses on Western European art traditions with global cultural contexts. Discussions include approaching, viewing, and understanding art through a Christ-like perspective. Three hours.

ART 3320 Art History: Renaissance to Modern

This art history course is a survey of art forms from the Renaissance to the present. The course focuses on Western European art traditions with global cultural contexts. Discussions include approaching, viewing, and understanding art through a Christ-like perspective. Three hours.

ART 3600 Photography II

This course focuses on advanced conceptual abilities, photographic experimentation, and technical processes in film and digital applications. Alternative processes will be explored. Each student must provide a DSLR (digital) and an SLR (film) camera. Prerequisites: ART 1300 and ART 2600. Studio fees apply. Three hours.

ART 4210 Selected Topics in Art History

Selected art history topic offered on an as-available basis. Content includes research, field experience, and an art product. Three hours (1 APL).

ART 4230 Art Integrations

Advanced level synthesis in making art forms, with cross-discipline or community integration that would result in artwork utilized in a final portfolio, exhibition or public installation. Pre-requisite: ART 1200 and/or ART 2110, or other medium-specific ART or VCD courses, or permission of instructor. Three hours (1 APL).

ART 4300 Advanced Photography

This course will emphasize advanced individual photographic exploration for the purpose of developing significant personal imagery. Students will create a body of work that focuses on portfolio development and professional application in film, digital, and alternative processes. Each student must provide a DSLR (digital) and an SLR (film) camera. Prerequisite: ART 3600. Studio fees apply. Three hours.

ART 4830 Advanced Individual Studies

This advanced level art-based research course focuses on an individual topic selected by the student and results in a visual or media arts product. Prerequisite: completion of major course requirements, approval of research proposal, and permission of department chair. Three hours (3 APL). May be repeated up to 6 hours.

CIN 0010 LA Film Studies Center

The Film Studies minor is offered through the Council of Christian Colleges and Universities (CCCU) *BestSemester* program. Workshops combine with electives to teach relevant production processes and protocols, as well as the vital skills of collaboration. Sixteen credits of the minor are taken on location in Los Angeles, California. Six credits are taken on campus at Grace College. For more information visit: <http://www.bestsemester.com/locations-and-programs/los-angeles>.

CIN 3270 Introduction to Cinema

A careful look at film as an art form. Students will spend the bulk of their time viewing "significant" films and analyzing what they say and how they say it. Some consideration is given to film technique, but not to the details of filmmaking and film history. Three hours.

CIN 3300 Film, Faith, and Popular Culture

This course examines the state of contemporary culture as mirrored in film and raises questions about the connection that exists between film and faith. Issues of particular concern are film views of race, gender, and violence. Three hours.

MDI 4330 Media Production

Introductory training for audio and video production. Three hours.

THT 3110, 3120, 3130 Stagecraft

A practicum in play production with related projects in scene design, set construction, costume design and construction, make-up application, sound and lighting, and house management. By consent of department only. May be repeated for credit. One, two, or three hours. (1, 2, or 3 APL).

THT 3210 Introduction to Theatre

An overview of the field of theatre including history, an introduction to dramatic types, the analysis of scripts, design and directing. Three hours.

THT 3230 Oral Interpretation

The study of theoretical criteria employed in the selection and adaptation of literature. The course stresses practical training in the oral reading of prose, poetry, and drama. Prerequisite: COM 1100. Three hours.

THT 3250 Fundamentals of Acting

An introduction to acting theory and practice. Practical application of performance techniques; character development is given special emphasis. Prerequisite: THT 3210. Three hours.

THT 4250 Directing

Theoretical and practical training in play direction with emphasis on selecting plays, conducting rehearsals, and working with actors. Prerequisite: THT 3210 or permission of department. Three hours.

THT 4260 Religious Drama Workshop

A practicum in the writing, performance, production, and direction of dramatic works with religious emphasis. Three hours.

THT 4440 Applied Performance and Production

For more information on performance and production opportunities, contact the Theatre instructor.

VCD 2120 Three-Dimensional Design

This is an introductory studio course in the varied principles of three-dimensional design. Projects explore traditional and experimental materials. Students will be expected to supply a variety of materials such as, found or recycled objects for re-purposing into art forms. Prerequisite ART 2110. Three hours.

VCD 2310 Visual Communication Design I

An introductory course that uses manual and digital processes to explore visual communication theories and techniques. Utilizing Adobe software, this course introduces the development of visual skills through digital photo manipulation, illustrative rendering, and graphics file preparation. Relationships between content and social and cultural context will be explored. Prerequisite: ART 2110. Three hours.

VCD 2510 Visual Communication Design II

This studio design course explores tools and techniques for digital-based imaging, editing, and layout. Utilizing Adobe software, this course continues the development of visual skills through graphics file preparation. Technical processes for digital and print production will be introduced. Prerequisite VCD 2310. Three hours.

VCD 3200 Multimedia Design

This course focuses on the integration of multiple forms of media requiring both creative and technical skills for visual imagery and messages. Visual media content includes digital photography, video, audio, and graphic software for dynamic formats. Prerequisite: ART 2600 Digital Photography. Three hours.

VCD 3420 Typography

A study of letter forms, historical influences, and how type is used as an effective element in context of visual communication design. Prerequisites: VCD 2510. Three hours.

VCD 3430 Illustration I

This introductory course explores fundamentals of illustrative design principles and how elements are utilized to address specific narrative or expressive problems. A survey of historical and current trends in illustration and an overview of basic business practices are examined. Prerequisites: ART 1200, ART 2110. Three hours.

VCD 3480 Visual Narrative

Focusing on artist as author, this course examines the visual and structural components of sequential storytelling. Students will develop skills in creating storyboards, pictorial outlines, or scripted narratives for the production of visual stories utilizing a chosen medium in their major area of focus, such as, illustration, photography, design, media/digital arts, video/film. Students will explore historical and contemporary issues from multiple perspectives and create visual stories for a variety of audiences. Prerequisite ART 2110 or permission of instructor. Three hours.

VCD 3500 Advanced Illustration

Emphasis is placed on critical thinking in illustration design, on-location research, and developing a body of advanced illustrative work in preparation for the professional portfolio. Time is spent examining professional business practices. Prerequisites: VCD 3430 and VCD 3480. Three hours.

VCD 3700 Visual Communication Design III

A computer laboratory course that introduces software utilized for motion graphics and web-based media. Students will develop problem-solving skills through understanding industry trends and technological changes, and apply them to a variety of projects. Prerequisites: VCD 2310 and VCD 2510. Three hours.

VCD 3840 Selected Topics in Art/Design

Advanced level course that examines contemporary issues within the context of the student's major focus and results in a specialized product for the student's portfolio and senior thesis exhibit. Three hours (1 APL).

VCD 4420 Senior Art/Design Portfolio

A senior capstone course for students majoring in any of the following: art, illustration, media arts, photography, visual communication design or web design and development. The focus will be on executing individual stylistic approaches in reaching visual communication goals for the final senior portfolio, thesis exhibit and installation. Three hours (1 APL).

VCD 4480 Advanced Visual Communication Design

This course provides students with advanced practice and development in analyzing and synthesizing human interaction in various contexts such as social, cultural, and economic. Focus will include technical processes, collaboration, environments, and the service of human-centered design. Prerequisites: VCD 3700 and VCD 3420. Three hours.

VCD 4730 Art/Design Internship

Qualified art majors receive on-the-job training at a cooperating organization. Internships may be pursued through the Department of Visual, Performing, and Media Arts or the Applied Learning Program. Prerequisite: approval by department chair or APL director. Three hours (3 APL).

WMU 1300 Worship Music Theory Fundamentals

Designed to give the musical worship leader a basic knowledge of music fundamentals, this course is balanced around written theory, ear training, and keyboard proficiency. Focus will include basic music notation, scales, tonality, keys/modes, intervals, and chords. Prerequisite: placement or permission of instructor or program director. Three hours.

WMU 2460 Introduction to Recording (formerly WMU 2450)

Provides students with the tools and hands-on experience necessary for producing professional MIDI projects, audio tracks, and visual recordings. Introduction to multi-track recording, recording studios, and the technology involved in mixing and processing sound. Live event to take place within worship environment. Prerequisites: WMU 2600. Three hours (1 APL).

WMU 2600 Worship Music Theory I

A continuation of Music Theory Fundamentals with strong emphasis diatonic triads, writing melodies, and part writing. Ear training and keyboard proficiency will also be included. Prerequisite: WMU 1300. Three hours.

WMU 2610 Worship Planning and Administration

Students study and implement strategies for successful planning in worship arts ministry. Emphasis will be given to aspects of biblical leadership, pastoral ministry, and business administration. Topics include scheduling, working with volunteers, budgeting, vision development, worship team dynamics, and long-term ministry growth plans. Three hours.

WMU 3100 Worship Music Theory II

A continuation of Music Theory I with strong emphasis on harmonic progression and part writing. Ear training and keyboard proficiency will also be included. Prerequisite: WMU 2600. Three hours

WMU 2001 (Lab 1); WMU 2002 (Lab 2); WWMU 3001 (Lab 3); WMU 3002 (Lab 4); WMU 4001 (Lab 5); WMU 4002 (Lab 6)

Performance Development and Lessons: Labs 1-6 (3 credits each)

Required of all students majoring or minoring in Worship Arts. Performance development encompasses a wide variety of practice and performance experiences including co-curricular opportunities such as ensembles and worship teams. A weekly, 1 hour music lab allows students the opportunity to perform for their peers and receive constructive remarks regarding technique, interpretation, and general performance procedures by the faculty.

Private lessons count toward accumulated practice time as assigned by the instructor for individual student performance development goals. Performance development experiences may include choir, gospel choir, wind ensemble, string ensemble, or worship teams. Lab 1-6 required for major; Lab 1 and 2 required for minor. Weekly practice hours assigned by instructor. Each Lab 3 credits.

WMU 3385 Studio Management/Multimedia Law

Students will study the basic aspects of managing a multimedia studio. This course examines intellectual property laws and litigation in the United States relevant to multimedia developers, performing and visual artists. Three hours.

WMU 3400 Worship Music Theory III

A continuation of Music Theory II with strong emphasis on part writing, cadences, non chord tones, and modulation techniques. Ear training and keyboard proficiency will also be included. Prerequisite: WMU 3100. Three hours

WMU 3510 Worship Arts Technology

Introduction to the technological resources basic to work in the Worship Arts environment, including: lighting, audio, and video. Includes hands-on experience with MIDI and sequencing, music notation programs, desktop publishing, digital sound formats, as well as basic lighting design and video shooting/editing. Prerequisites: WMU 2600 and WMU 3100. Three hours.

WMU 3770 History of Christian Worship

This course provides an historical overview of Christian worship. Historical traditions and current trends of worship ministry will be studied, including music styles and the broader role of the arts in the local church. The interaction between worship and today's culture will also be addressed. Three hours.

WMU 3840 Selected Topics in Worship Music

Selected topics in Worship Music offered on an as-available basis. Content includes research, field experience, and a music product. Three hours. (1 APL)

WMU 4100 Arranging

A continuation of WMU 3100 Worship Music Theory II in which students apply concepts learned by working on projects in transcription (adapting music composed for one musical medium to a different medium), music

arrangements (free treatment of pre-existing material), and composition utilizing MIDI keyboards and recording software. Prerequisites: WMU 2600 and WMU 3100. Three hours.

WMU 4200 Biblical Theology of Worship Arts

This course is a study of the biblical and theological aspects of worship. A wide spectrum of Christian traditions will be studied as well as the relationship of personal to corporate worship. Emphasis will be given to understanding how the patterns of worship found in the Bible affect every aspect of the worship service. Three hours.

WMU 4230 Worship Music Integrations

Advanced level synthesis in performing, developing, producing, or presenting worship arts content or forms. Cross-discipline or community integration would result in performing arts evidence utilized in a final portfolio or public presentation. Prerequisite: permission of program director. Three hours (1 APL).

WMU 4300 Advanced Studio Recording

Provides students with the tools and hands-on experience for working in a professional recording studio. Students will learn microphone placement for a wide range of instruments, as well as tracking and mixing in Pro Tools. Students will be equipped to record a wide range of projects from live bands to music and film. Prerequisite: WMU 2460 Intro to Recording (formerly WMU 2450). Three hours.

WMU 4350 Musical Improvisation

Students apply knowledge gained from Theory I and II, learning different approaches to using scales to improvise over chord progressions. There will be a focus on blues and jazz styles, as well as contemporary music. Students will learn to transcribe solos from recordings. Prerequisites: WMU 2600, WMU 3100, and WMU 4100. Three hours.

WMU 4490 Methods Keyboard, Voice, Guitar, Percussion

Worship leaders and directors need to have a basic understanding of how all the instruments function in a worship team. Focus is on the elementary principles of playing keyboard, voice, guitar, and percussion. Emphasis is on development of tone production of each instrument, as well as transposition and the capabilities and limitations of each instrument. Prerequisites: WMU 2600 and WMU 3100. Three hours.

WMU 4550 Nashville – Contemporary Music Center

Nashville Contemporary Music Center program is offered through collaboration of the Council of Christian Colleges and Universities (CCCU). 16 credits of the emphasis are taken on location in Nashville, TN. All other credits in the Worship Arts major are taken at Winona Lake, Grace campus. Core courses in Nashville include Faith, Music, and Culture; Inside the Music Industry; and the CMC Tour Practicum. Academic tracks to select from include Artist, Business, and Technical. Classes include composing, performing, mixing, and promoting. For more information visit: <http://www.bestsemester.com>. Prerequisite: Junior or Senior academic level. Sixteen hours (9 APL).

WMU 4620 Senior Capstone

Presentation of a corporate worship service representing significant research and creative endeavor during the academic year preceding graduation. Presentation projects must be approved by the program director, department chair, and faculty adviser. Program notes must be submitted to and approved by the program director prior to the presentation. Student is responsible for assembling the necessary team to execute the live event (musicians, speakers, etc.). Prerequisites: completion of major course requirements and approval of department chair. Three hours (1APL).

WMU 4730 Worship Arts Internship

An internship served under the guidance of an experienced and qualified worship arts leader in an approved church music program. Prerequisite: permission of program director. Three hours (3 APL).

WMU 4830 Advanced Individual Studies in Worship Arts

This advanced level worship performance or worship production-based research course focuses on an individual topic selected by the student. Prerequisite: completion of major course requirements, approval of research proposal, and permission of program director and department chair. Three hours (3 APL).

School of Behavioral Science



Dr. Thomas Edgington Ph. D.
Dean

INTRODUCTION

The School of Behavioral Science is home to many academic programs, both undergraduate and graduate. These programs are offered through the following academic departments.

College

Behavioral Sciences Department

Graduate

Department of Graduate Counseling

Additionally, Grace College offers online and hybrid degree programs at the undergraduate and graduate levels through the School of Adult and Community Education, which are described in each program's individual catalog section. Offerings relevant to the field of behavioral science include:

Master of Arts in Clinical Mental Health Counseling

Behavioral Science Department



Faculty

Tom Edgington, Ph.D., Dean

Kevin Roberts, Psy.D., Associate Dean

Joe Graham, Psy.D.

Lisa Wooley, Psy.D.

Kelly Arney, M.S.

Part-time Faculty:

Craig Allebach, M.A.

Brooke Kovac, M.S.

Cindy Sisson, M.A.

Kevin Vanderground, JD

PURPOSE STATEMENT

The purpose of this department is to give the student a basic understanding of human behavior and the nature of society. Study in this department will allow the student to acquire knowledge of basic theoretical concepts of psychology and sociology from a biblical perspective. Programs offered in the department are a Bachelor of Science or a Bachelor of Arts degree with a major in counseling, criminal justice, psychology, sociology, and sport psychology. A minor is offered in behavioral science.

DEPARTMENT GUIDE

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

COUNSELING

The requirement for a major in counseling is 39 hours in the department, including the behavioral science courses:

BHS 2400 Research Methods in Social Sciences

PSY 3260 Biblical Psychology

PSY 4300 Clinical Practice/Senior Seminar

One of the following:

PSY 1100 Introduction to Psychology

PSY 2100 Introduction to Counseling

SOC 1100 Introduction to Sociology

SOC 2340 Introduction to Criminal Justice

One of the following:

PSY 3380 Theories of Personality

SOC 3560 Victimology

Additional requirements include five of the following courses:

BHS 4050 Addictive Treatment

PSY 2100 Introduction to Counseling

PSY 2170 Abnormal Psychology

PSY 3440 Process/Techniques of Counseling

PSY 3550 Health Psychology

PSY 4000 Group Techniques of Counseling

PSY 4170 Psychological Measurement

SOC 2100 Marriage and Family

Plus, nine hours of electives in the department. General education elective courses with BHS, PSY, or SOC prefixes may be used as department elective hours.

CRIMINAL JUSTICE

The requirement for a major in criminal justice is 39 hours in the department including the behavioral science courses:

BHS 2400 Research Methods in Social Sciences

PSY 3260 Biblical Psychology

SOC 4220 Senior Seminar in Criminal Justice

One of the following:

PSY 1100 Introduction to Psychology

PSY 2100 Introduction to Counseling

SOC 1100 Introduction to Sociology

SOC 2340 Introduction to Criminal Justice

One of the following:

PSY 3380 Theories of Personality

SOC 3560 Victimology

Additional requirements include five of the following courses:

SOC 2400 Introduction to Corrections

SOC 2420 Criminal Investigation
SOC 2440 Criminal Procedures
SOC 2700 History and Contemporary Issues in Criminal Justice

SOC 3360 Juvenile Delinquency
SOC 3370 Criminology
SOC 3460 Police and American Society
SOC 3470 Homeland Security
SOC 3560 Victimology
SOC 3590 Emergency Incident Management
SOC 3700 Criminal Profiling and Theory
SOC 4100 Criminal Law
SOC 4810 Special Topics in Victimology

Plus, nine hours of electives in the department. General education elective courses with BHS, PSY, or SOC prefixes may be used as department elective hours.

PSYCHOLOGY

The requirement for a major in psychology is 39 hours in the department including the behavioral science courses:

BHS 2400 Research Methods in Social Sciences
PSY 3260 Biblical Psychology
PSY 4300 Clinical Practice/Senior Seminar

One of the following:

PSY1100 Introduction to Psychology
PSY 2100 Introduction to Counseling
SOC1100 Introduction to Sociology
SOC 2340 Introduction to Criminal Justice

One of the following:

PSY 3380 Theories of Personality
SOC 3560 Victimology

Additional requirements include five of the following courses:

BHS 4000 Brain and Behavior
PSY 2170 Abnormal Psychology
PSY 2360 Child and Adolescent Psychology
PSY 3380 Theories of Personality
PSY 3440 Process and Techniques of Counseling
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion
PSY 4170 Psychological Measurement

Plus, nine hours of electives in the department. General education elective courses with BHS, PSY, or SOC prefixes may be used as department elective hours.

SOCIOLOGY

The requirement for a major in sociology is 39 hours in the department including the behavioral science courses:

BHS2400 Research Methods in Social Sciences
PSY 3260 Biblical Psychology
PSY4300 Clinical Practice/Senior Seminar or SOC 4220 Senior Seminar in Criminal Justice

One of the following:

PSY1100 Introduction to Psychology
PSY 2100 Introduction to Counseling
SOC1100 Introduction to Sociology

SOC 2340 Introduction to Criminal Justice

One of the following:

PSY3380 Theories of Personality

SOC3560 Victimology

Additional requirements include five of the following courses:

BHS 3270 Social Psychology

SOC 2100 Marriage and Family

SOC 2140 Social Problems and Pathology

SOC 2400 Introduction to Correction

SOC 3230 Substance Use and Abuse

SOC 3360 Juvenile Delinquency

SOC 3460 Police & American Society

ICS 3210 Applied Cultural Anthropology

Plus, nine hours of electives in the department. General education elective courses with BHS, PSY, or SOC prefixes may be used as department elective hours.

SPORT PSYCHOLOGY

The requirement for a major in counseling is 39 hours in the department, including the behavioral science courses:

BHS 2400 Research Methods in Social Sciences

PSY 3260 Biblical Psychology

PSY 4300 Clinical Practice/Senior Seminar

One of the following:

PSY 1100 Introduction to Psychology

PSY 2100 Introduction to Counseling

SOC 1100 Introduction to Sociology

SOC 2340 Introduction to Criminal Justice

One of the following:

PSY 3380 Theories of Personality

SOC 3560 Victimology

Additional requirements include six of the following courses:

BIO 2210 Nutrition

PSY 2170 Abnormal Psychology

PSY 2600 Multicultural Psychology

PSY 3300 Sports Psychology

PSY 3440 Process and Techniques of Counseling

PSY 3550 Health Psychology

PSY 3600 Motivation and Emotion

SOC 3230 Substance Use and Abuse

Plus, six hours of electives in the department. General education elective courses with BHS, PSY, or SOC prefixes may be used as department elective hours.

The required minor for this major is Sport Management.

BEHAVIORAL SCIENCE DOUBLE MAJOR

It is possible to double major within the Behavioral Science Department. One major must be taken from the psychology area (psychology or counseling) and other major must be taken from a sociology area (sociology or criminal justice).

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

The requirement for a double major is 63 hours in the department. The behavioral science courses will be common to both majors and will include

BHS 2400 Research Methods in Social Sciences

PSY 3260 Biblical Psychology

PSY 4300 Clinical Practice/Senior Seminar or SOC 4220 Senior Seminar in Criminal Justice

One of the following:

PSY 1100 Introduction to Psychology

PSY 2100 Introduction to Counseling

SOC 110 Introduction to Sociology

SOC 2340 Introduction to Criminal Justice

One of the following:

PSY 3380 Theories of Personality

SOC 3560 Victimology

All other requirements for the first major (24 hours) must be met. In addition, all requirements for the second major (24 more hours) must be met. If there is overlap between the requirements for the two majors, additional classes must be taken in the department to total 21 additional hours for the second major.

OTHER DEPARTMENTS DOUBLE MAJOR

Students

may double major in one of the major areas of the Behavioral Science Department and another department. Areas most often chosen are Business, and Communication. These areas are particularly attractive because there is some overlap between requirements for these majors and graduation can still normally be accomplished within a four-year period.

BEHAVIORAL SCIENCE MINORS

Behavioral Science Minor

The requirement for a minor in behavioral science is 21 hours in the department, including:

One of the following:

PSY 1100 Introduction to Psychology

SOC 1100 Introduction to Sociology

SOC 2340 Introduction to Criminal Justice

Two of the following:

PSY 3260 Biblical Psychology

PSY 3380 Theories of Personality

SOC 3560 Victimology

Additional requirements include 12 elective hours in the department.

Criminal Justice Minor

The requirement for a minor in criminal justice is 21 hours in the department, including:

PSY 3260 Biblical Psychology

SOC 2340 Introduction to Criminal Justice

SOC 3560 Victimology

Additional requirements include 12 elective hours in the department.

Sports Psychology Minor

The requirement for a minor in criminal justice is 21 hours in the department, including:

PSY 2170 Abnormal Psychology

PSY 3300 Sports Psychology

PSY 3550 Health Psychology

PSY 3600 Motivation and Emotion

Additional requirements include 9 elective hours in the department.

COURSE DESCRIPTIONS

BEHAVIORAL SCIENCES

BHS 1600 Introduction to Leadership

This is a practical course which is intended to prepare students to lead with greater character, knowledge and skill. This course is designed around the 360-degree leadership model and concept. This course will help students discover their unique style of leadership, their own personal values (inward), how their strengths and gaps influence team success (across), and their personal challenges and opportunities when following those in authority (up). This course will address leading others toward a better future (down). Finally, students will learn to translate these discoveries into reflective practices. This is a 1 credit hour class and also serves as a prerequisite for all student leadership positions at Grace.

BHS 2200 Introduction to American Government

This introduces students to how the political system in America functions. It focuses on the actual workings of the American government and starts with the cultural and constitutional contexts of American politics. (Home department–POS. Register as POS 2200.) Three hours.

BHS 2400 Research Methods in the Social Sciences

An introductory study of the principles and techniques of investigation and data collection in the social sciences. The course will deal with techniques of organizing, conducting, analyzing, and presenting such data. Three hours.

BHS 3140 Cross-Cultural Youth Ministries

The student will learn how to assess relevant issues related to specific cultures and how to target the needs of youth within various socio-economic groups. This class will develop strategies for meeting the needs of youth in a cross-cultural context and how to church plant using youth as a target group. The students will be taught how to train youth leadership to accomplish church planting and development. The class will be held in a cross-cultural setting offering hands-on training. (Home department–YMI. Register as YMI 3140.) Prerequisite: YMI 2140. Three hours.

BHS 3200 Probability and Statistics

Theory of probability, statistical techniques and tools, and applications in business, education, psychology, mathematics, and sociology. (Home department–MAT. Register as MAT 3200). Three hours.

BHS 3270 Social Psychology

A study of the social behavior of the individual and the group. Particular attention is given to the development and dynamics of social groups, social perception, motivation, attitudes and values. Three hours.

BHS 3810–3830 Readings in Behavioral Science

This course is designed to allow the students a more in-depth investigation of a topic of special interest in the areas of psychology or sociology. Prerequisite: permission of the individual instructor. One to three hours, non-repeatable.

BHS 3910–3930 Independent Study in Behavioral Science

Topics or projects to be chosen and investigated in the areas of psychology or sociology in consultation with the individual instructor. Prerequisite: permission of the department chair. One to three hours, non-repeatable.

BHS 4000 Brain and Behavior

This course is an introduction to the science of brain-behavior relationships. Topics will include the structure and functions of the nervous system, including mechanisms of sensory processing and motor control, sleep, sexual behavior, emotion, mental disorders, language, and learning and memory. In addition, the course covers psychotropic medications, disorders, and symptomatology associated with various neurochemical disorders, psychological disorders, and addictions. Three hours.

BHS 4050 Addictive Treatment

This course is designed to give the student a theoretical and practical understanding of addictive disorders. The topics covered in this class will include sexual, gambling and other addictive disorders. In addition, this course will examine the addictive process and relevant treatment issues in working with a variety of addictive disorders. Three hours.

BHS 4510-4530 Behavioral Science Research Practicum

A course designed to give the student an opportunity to do individual research on special problems in psychology. Prerequisite: BHS 2400 Research Methods. One to three hours.

BHS 4730 & 4750 Practicum in Behavioral Science

A course designed to give behavioral science majors practical experience in a choice of various agencies offering psychological services. Prerequisite: permission of the instructor. BHS 4730 – three hours. BHS 4750 – four hours.

BHS 4740 & 4760 Advanced Practicum in Behavioral Science

A course designed to give behavioral science majors advanced, practical experience in a choice of various agencies. Prerequisite: permission of the instructor. BHS 4740 – three hours. BHS 4760 – four hours.

BHS 4810–4830 Research in Behavioral Science

A course designed to give the student an opportunity to do individual research on special problems in psychology. Prerequisite: permission of the department chair. One to three hours, non-repeatable.

BHS 4930 & 4640-4660 Internship in Behavioral Science

This internship course in behavioral science is to provide the interns with a structured introduction to various aspects of professional work. Students are given the opportunity to observe and develop their own skills in a first-hand operational structure within a behavioral science agency. Students in the internship course will get direct supervision from an onsite supervisor in their specific field of interest. Prerequisite: permission of the instructor. BHS 4930 – three hours. BHS 4640 – four hours. BHS 4650 – five hours. BHS 4660 – six hours.

PSYCHOLOGY

PSY 1100 Introduction to Psychology

An introduction to psychology as the study of human behavior. Basic principles of psychology will be explored including the process of learning, memory, perception, sensation, motivation, and emotion. Personal and social aspects of human development will be emphasized. Three hours.

PSY 2100 Introduction to Counseling

An introduction to the major theories in counseling including secular and Christian approaches. The methodology of each approach will be analyzed based upon the respective theory of psychopathology. Special attention will be given to various skills, techniques, and applications of these approaches. Three hours.

PSY 2170 Abnormal Psychology

A study of mental and emotional disorders, their symptomatology, classification, and methods of treatment. Special attention is given to a Christian approach to mental health. Three hours.

PSY 2360 Child and Adolescent Psychology

A psychological study covering the life span from early childhood to the adult stage. This course stresses practical applications for working in family, educational, and counseling settings. Three hours.

PSY 2600 Multicultural Psychology

This course studies the relationship between identity development and primary culture(s). A variety of ethnic, social, religious, and cultural group norms are considered along with an examination of the extent of influence these may

have on the individual. The environmental factors that impact people such as global markets, Internet collaborations, and multicultural neighborhoods are examined. Three hours.

PSY 2700 Psychology of Religion

An overview of the research into the psychology of religion as it related to biological, social, moral, and personal behavior. Provides a theoretical framework for assessing religion, for exploring the development and role of personal faith through the lifespan, and for understanding the various aspects of religion such as conversion, transformation, mysticism, health, and psychotheology.

PSY 2880 Life Span Development

A study of the basic principles and theories of human development with special emphasis given to the determinants of the human life span from the beginning of life through infancy, childhood, adolescence and adulthood to death and dying. Emphasis is placed on the transitional life processes as they occur at each stage, and attention is given to physical, intellectual, social and personality development in each stage of the life span. Three hours.

PSY 3100 Learning and Behavior

This course will examine historical and current theories that explain how different types of learning provide the foundation for most behavior. Designed to apply learning theory and principles to the presentation of learning, it illustrates how learning principles operate in both animals and people. Reflecting the latest research, the study of learning theories helps solve practical relationship problems and explain everyday behaviors. Three hours.

PSY 3260 Biblical Psychology

This course will examine the relationship between the fields of psychology and theology. A theory of integration will be presented, along with discussions concerning specific "psychological" topics (i.e. self-esteem, etc.) from a biblical vantage point. Three hours.

PSY3270 Psychology of Women

This course will cover a wide range of topics pertaining to women from a Biblical worldview. The goal of this course is to look at common problems experienced by women over the course of their lifespan from a theoretical, sociological and biological perspective. In this course students will critically evaluate gender differences and similarities in personality and behavior. Three hours.

PSY 3300 Sports Psychology

This course is designed to help students both learn and then apply practical as well as theoretical information as it relates to the psychology of sport. The class will work to provide an understanding of how personality, self-concept, self-esteem, self-efficacy and other psychological characteristics relate to participation and performance in sport and physical activities. The class will also investigate the impact of stress, motivation, goal-setting, leadership and imagery on performance. The student will also learn common struggles and intervention strategies in working with athletes and recreational exercisers to enhance performance and participation. Three hours.

PSY 3380 Theories of Personality

An introduction to the major theories of personality and how it develops, including psychoanalysis, humanistic, existential, and behavioristic approaches. Three hours.

PSY 3440 Process and Techniques of Counseling

This course develops a theoretical base for evaluating human problems within a biblical framework. Once this has been accomplished, practical techniques will be discussed to help counselors structure the counseling session and implement change. Three hours.

PSY 3550 Health Psychology

Students will develop an appreciation of the interaction and relationship between biological, psychological and social factors that influence one's physical health and health behaviors. This course will examine lifestyle factors such as

diet, exercise, stress, substance abuse and individual motivational factors. Additionally, this course will assess how psychological research, theories and principles apply to health promotion, health care issues and chronic illness. Three hours.

PSY 3600 Motivation and Emotion

This course is a study of the process of motivation and emotion and how they impact behavior and choices that people make every day. This course will study the research on the psychological and physiological aspects of motivation and emotion and the impact that those aspects have on behavior. The course will provide the student with a framework to view motivation and emotion that can help process difficult questions about human behavior such as “why are some people more emotional than others?”, and “is it possible to create environments that increase the motivation of another human?”. Three hours.

PSY 4000 Group Techniques of Counseling

This course will examine the history, theories and methods of group counseling. Students will learn about the applications of group psychotherapy through group discussions and role-playing demonstrations. This course will further examine the roles, behaviors, and therapeutic factors utilized in a variety of group settings. Three hours.

PSY 4170 Psychological Measurement

The measurement of human behavior with psychological instruments. An introduction to tests of intelligence, achievement, personality, and interest, emphasizing test construction, administration, and validation. Three hours.

PSY 4300 Clinical Practice/Senior Seminar

This course is designed to be the capstone for a psychology/counseling student at Grace College. As a capstone course, it will serve to provide a broader context about both the science and field of psychology. This course will also focus on what it means to be a psychologist, the current issues and conflicts of psychology, and future directions in the field. This seminar course will address the importance of evidence-based practice and practical applications to the field of psychology. Three hours.

SOCIOLOGY

SOC 1100 Introduction to Sociology

An introductory study of humans functioning in society. Basic principles of sociology will be experienced including organization, structure, strata, and problems in American society. Emphasis will be placed on observational techniques that will help to develop a spirit of active participation in the world. Three hours.

SOC2100 Marriage and the Family

A study of the family as a basic social institution with its cultural variations. Emphasis is upon premarital and marital factors that contribute to a successful marriage or family disorganization. Christian ideals for wholesome courtship and family living are stressed. Three hours.

SOC 2140 Social Problems and Pathology

This course provides an analysis of a section of major social problems related to social inequalities, problems of social institutions, and behavioral deviance, and global social problems we face today and the pathology of group relations. Three hours.

SOC 2340 Introduction to Criminal Justice

This course introduces students to the essentials of criminal justice and the most significant issues in today's American criminal justice system. Students will learn the true roles of the police, courts, and corrections and develop an understanding of the complex ways in which they work together. Information on criminal justice careers will help students learn about the meaning of criminal justice to those who work in the field and will provide useful information that can aid career choices. Three hours.

SOC 2400 Introduction to Corrections

This course is an introductory study of Corrections as it relates to the Criminal Justice field. The students will discover topics such as sentencing, probation vs. parole, inmate culture, prison policy, inmate segregation, and community corrections. Three hours.

SOC 2420 Criminal Investigation

This course will present the procedures, techniques, and applications of criminal investigations. In addition, this course will discuss modern investigation tools, as well as established investigation policies. Three hours.

SOC 2440 Criminal Procedures

This course examines the laws, procedures, and traditions of the criminal justice system. Students will explore current events in the media and issues in today's American criminal justice system with an emphasis on procedural law. This course is designed to provide students with a collective overview of constitutional rights and the related responsibility of police. Students will explore roles of the law enforcement, courts, and corrections and develop an understanding of the complex ways in which they work together. Special emphasis will be placed on amendments to the Constitution as related to the rights of the individual. Three hours

SOC 2600 Forensic Interviewing

Instruction and skill development in interviewing, note-taking, and report writing in the criminal justice field. This course will prepare students to conduct interviews of witnesses, victims, and suspects. It will demonstrate how to organize information into effective written reports. Special consideration will be given in the area of child and adolescent interviews. Upon successful completion of the course students will be able to conduct interviews, collect information admissible in court, demonstrate appropriate note-taking skills and create reports that convey the pertinent information. Three hours.

SOC 2700 History and Contemporary Issues in Criminal Justice

In this course, students will look at the evolution of the criminal justice system from the criminal acts to those who commit them. This class will explore societal responses to crime from a historical and contemporary framework. Among the topics are problem-oriented policing, terrorism, justice during the Civil War, incarceration trends, and today's current crime challenges. This class will explore the evolution of crime through patterns of crime and punishment during selected periods of time. Students will utilize scientific rigor and understand how to assess and manage opportunities and challenges within the criminal justice system by observing them through a historical assessment. Three hours.

SOC 3010 State and Local Government

This is an examination of the structure and interplay between state, county, and local governments. Issues such as social security, zoning, welfare, public health, and the environment will be examined from the point of view of how they originate at the local levels yet how they exist and grow within federal guidelines. (Home department POS – Register as POS 3010) For Criminal Justice and Sociology majors only. Three hours.

SOC 3130 Business Law I

Basic legal principles which control modern business transactions. Deals with such topics as contracts, agencies, employment, negotiable instruments, property, and sales and business relations with the government. (Home department–BUS. Register as BUS 3130.) Three hours.

SOC 3220 Principles and Practices of Prayer

Students will examine the teaching of the Scriptures on the subject of prayer with a view to discovering the absolute necessity of a vital prayer experience in the life of the man or woman of God and in the life of the Church. Urgency, consistency, and effectiveness of prayer will all be discussed as well as practical guidance for fostering these. Significant time will be spent in the practice of prayer. (Home department – MIS. Register as MIS 3220) Three hours.

SOC 3230 Substance Use and Abuse

This course is designed to give the student a theoretical and practical understanding of addictive disorders. At the completion of this course the student will be able to define several key concepts relative to addictions and the disease of chemical dependency, have a workable knowledge of the concepts of withdrawal tolerance and drug interactions as they relate to commonly abused drugs, and have gained a general knowledge of concepts, methods, and techniques in the area of addictive disorders, substance abuse, and/or chemical dependency. Three hours.

SOC 3360 Juvenile Delinquency

This course will provide an extensive overview of the principles and concepts surrounding Juvenile Delinquency. This course will examine the nature and extent of Juvenile Delinquency, Theories of Delinquency, causes of delinquency, and how to control and prevent delinquency. Three hours.

SOC 3370 Criminology

This course is designed to engage the student in an in-depth analysis of crime, the criminal career, and the criminal justice system as a complex but interrelated whole. Criminology will seek to examine the legal definitions of criminal behavior, current theoretical explanations, trends in reported distribution of crime, and governmental agencies commissioned to deal with the problem of crime such as police, courts, and correctional institutions. Three hours.

SOC 3460 Police and American Society

The role of law enforcement in society as it relates to local, state, and federal jurisdictions. Three hours.

SOC 3470 Homeland Security

This course will provide a broad overview of the basic operations, functions, and issues related to securing our homeland from domestic and international threats. In addition, this course will evaluate areas of possible threat including terrorism and possible proactive and reactive measures against such threats. An examination of the emergency management system and the role of public health and the private sector in homeland security will also be addressed. Three hours.

SOC 3560 Victimology

This course will provide an extensive overview of the principles and concepts of traditional and modern victimologists. This course will further examine victimology, analysis of victimization patterns and trends, and theoretical reasoning and responses to criminal victimization. In addition, this course explores the role of victimology in the criminal justice system, examining the consequences of victimization and the various remedies now available for victims. Three hours.

SOC 3590 Emergency Incident Management

This course will examine the emergency preparedness practices used by first responders and the private sector doing a critical incident. Topics will include an overview of incident command and the National Incident Management System (NIMS), National Response Plan (NRP), as well as interdependence between the public and private sectors in community emergency preparedness. In addition, the course will address critical infrastructure protection, joint risk, assessments and response, and recovery activities in critical incident scenarios. Three hours.

SOC 3600 Urban Sociology

An examination of the urbanization process, the dynamics of the urban "explosion" and its implications world-wide. Particular attention is given to subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of urban policies designed to address those problems are also considered. Students are given first-hand exposure to the urban environment. Three hours.

SOC 3700 Criminal Profiling and Theory

This course is specifically designed for students interested in law enforcement and corrections. Students will center their exploration of criminal behavior on its motivation, the environmental influences, and patterns of offending. Among the topics are ethics and criminal profiles, serial criminals, stalking, psychopathic behaviors, fire and explosives, criminal offender characteristics, criminal motivation, and case assessment. Students will explore criminal profiling as an investigative tool used by professionals to assist agencies in pursuing unknown perpetrators. This class will provide an understanding of the history of profiling including theories and investigative techniques regarding profiling criminal offenders through a blend of social science and legal research. Students will gain a foundational knowledge of the integral relationship between profiling techniques and theories of criminal behavior. Three hours.

SOC 4100 Criminal Law

The study of substantive criminal law as a means of defining social values. Attention is given to the definition and classification of crime, as well as criminal law theory and the relationship of criminal law to the criminal justice system. Three hours.

SOC 4220 Senior Seminar in Criminal Justice

This is an examination of the major theoretical explanations of crime and criminal behavior with a focus on examining current events. Students will explore current events in the media and issues in today's American criminal justice system. This course is designed to provide students with a collective overview of historical and current criminological perspectives. Students will explore roles of the law enforcement, courts, and corrections and develop an understanding of the complex ways in which they work together. Students will explore criminal justice careers and hear from those who currently work in the criminal justice field. Three hours.

SOC 4730 & SOC 4750 Practicum in Criminal Justice

A course designed to give criminal justice majors practical experience in a choice of various agencies within the criminal justice system. Prerequisite: permission of the instructor. SOC 4730 – three hours. SOC 4750 – four hours.

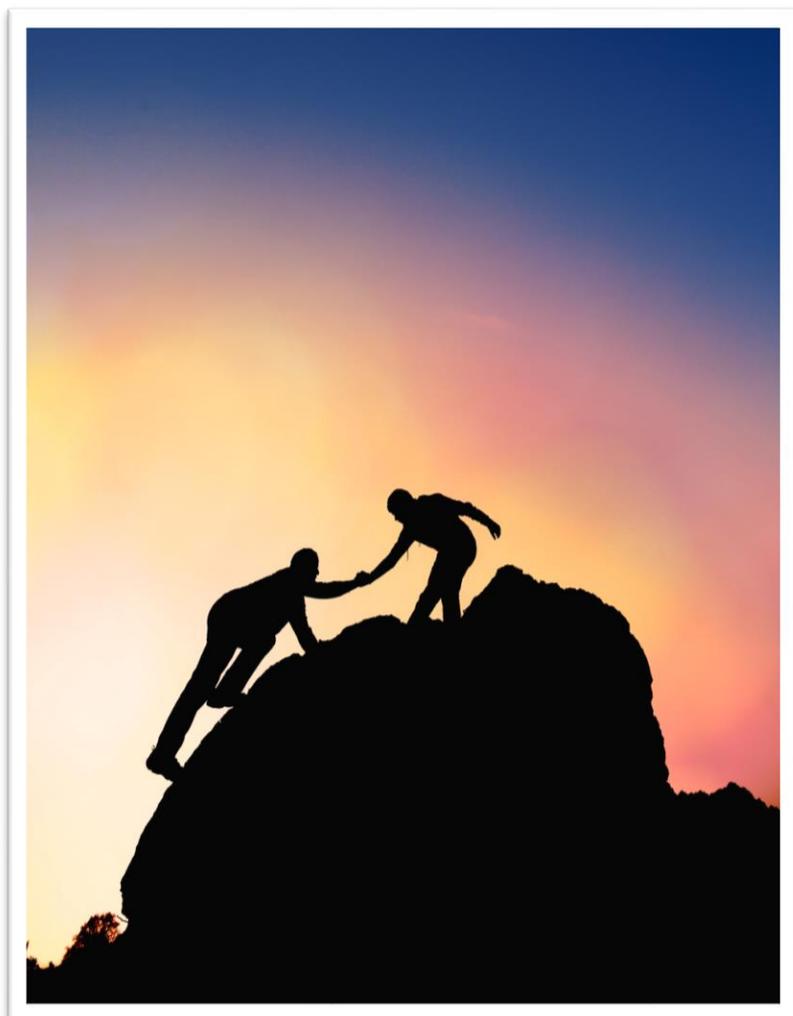
SOC 4740 & SOC 4760 Advanced Practicum in Criminal Justice

A course designed to give criminal justice majors advance practical experience in a choice of various agencies. Prerequisite: permission of the instructor. SOC 4740 – three hours. SOC 4760 – four hours.

SOC 4810 Special Topics in Victimology

This course is an in-depth examination of the role of the victim in criminal incidents and criminal justice case processing. Students analyze concerns related to the area of family violence including women's experiences as victims, gender based abuse, intimate partner violence, rape, human trafficking, and stalking. This course examines child abuse, as well as child neglect and maltreatment. Special emphasis will be placed on FBI typologies, prevalence, recidivism, and characteristics. Students will explore the physical, mental, and legal consequences, institutional responses, and prevention efforts. Three hours.

Department of Graduate Counseling Catalog and Student Handbook



Faculty

Tom Edgington, PhD, HSPP, LMHC
Dean, School of Behavioral Science

Jill Brue, PhD, LPC
Chair, Department of Graduate
Counseling (Residential and Online)

Core Faculty:

Amy Gilbert, PhD, LMHC
Rhonda Ladd, PhD, LPCR
Jenny Preffer, PhD, LMHC
Jill Brue, PhD, LPC

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Preface

The Department of Graduate Counseling (DOGC) Catalog and Student Handbook is part of the larger Grace College and Seminary 2016 -2017 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 taught in the CMHC online learning platform may be provided with additional information from the School of Professional and Online Education (SPOE). This information may cover, but is not limited to, specific processes and procedures related to The DOGC program of study from application to graduation.

Note about the DOGC Catalog

The DOGC Catalog is updated every year and it is the student's responsibility to be familiar with the contents of the catalog for the current academic year. While every effort is made to provide accurate and current information within the Grace College academic catalogs and Web site, the institution reserves the right to change, without notice, statements in the catalog concerning rules, policies, fees, curricula, courses, or other matters. Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

See also the Introduction section to the Grace College and Theological Seminary 2016-2017 Catalog.

Archived catalogs are maintained on the institution's Web site.

IMPORTANT: *It is each student's responsibility to schedule regular meetings with their academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications.*

General Information

Origin and History

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

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

The DOGC is housed in the School of Behavioral Sciences. In 1995, Grace College launched the Master of Arts degree in Counseling which transitioned in 2010 to the Master of Arts in Clinical Mental Health Counseling (CMHC). In 2012, Grace College began offering this program via an online format.

Non-Discrimination Policy

Grace

College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 104
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

The Campus

The beautifully landscaped campus bustles with activity but also offers many quiet retreats. Numerous outdoor "friendship courts" provide seating areas, but students may also choose to enjoy a book under one of the many trees. Beautifully wooded walking trails inspire quiet reflection. The DOGC offices are located in the William Male Center for Seminary and Graduate Studies building. This recently renovated structure houses both the Department of Graduate Counseling (Residential and Online) and the Seminary, and contains classrooms, a clinical lab, and faculty offices.

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

The **Morgan Library** offers quiet and group study spaces with access to print and electronic resources that support the curriculum. Professional research assistance is available to help students access and navigate these resources.

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

Grace College Mission Statement

Grace College is an evangelical Christian community of higher education which applies biblical values in

strengthening character, sharpening competence, and preparing for service.

DOGC Purpose Statement

The DOGC is committed to providing graduate level programming that equips students to be scripturally grounded, professionally skilled, and interpersonally competent as they actively engage in the counseling profession and its related ministries. The purpose of the CMHC degree is to prepare students for future licensure in clinical mental health counseling.

Programmatic Commitments

The graduate program offered by the DOGC is committed to the following goals as they relate to counselor education and supervision and/or counseling-related ministries:

1. **Scripturally Grounded:** A commitment to Scripture as the foundation of truth in each course with a complimentary understanding of the truths in psychology and the social sciences.
2. **Professionally Skilled:** A commitment to the professional and clinical development of the counselor-in-training as an essential element for effective practice.
3. **Interpersonally Competent:** A commitment to the interpersonal growth of the counselor-in-training as an essential element for effective practice.

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

Programmatic Assumptions

The CMHC program requires student adherence to both scriptural and professional codes related to the protection and preservation of human welfare and dignity. DOGC students are therefore bound by the ethical standards for the practice of counseling as defined by the American Counseling Association (ACA) and the American Association of Christian Counselors (AACC). When ethical principles vary between these two organizations, the DOGC will trend toward the most stringent ethical principle. Further, DOGC students abide by the standards and expectations outlined in the Code of Conduct Policy section of this catalog.

Program Description

The Department of Graduate Counseling

The Department of Graduate Counseling (DOGC) is housed in the School of Behavioral Science and offers the Master of Arts degree in Clinical Mental Health Counseling to graduate students who seek to become professional counselors. This program of study is focused on promoting students' personal, professional, and spiritual growth with a commitment to scripture as the foundation of truth and the basis for considering the truth found in psychological principles. The MA in CMHC is offered to graduate students via two learning platforms: a residential platform and an

online platform.

The DOGC residential learning platform offers a majority of the CMHC courses in the traditional face-to-face, on campus format. The DOGC residential program offers graduate students an opportunity to benefit from face-to-face instruction, advisement, and supervision from program faculty and staff in addition to interacting with fellow students in the classroom and during collaborative learning opportunities on and off campus.

The DOGC online learning platform provides an opportunity for non-resident students to obtain a graduate degree in the counseling profession utilizing the flexibility of online education. Students enrolled in the online learning platform receive support from the School of Professional and Online Education (SPOE) at Grace College. The DOGC's online learning platform offers all of the CMHC courses via the internet. Students enrolled in the online learning platform also attend brief 4 to 6 day residencies or "intensives" each year at a designated location, typically the Grace College campus in Winona Lake, Indiana. This residency requirement allows students to benefit from face-to-face instruction, advisement, and supervision from program faculty, and promotes critical relational interactions between faculty, students, and administrators that builds relationships and provides support to counterbalance the rigor and intensity of a graduate counseling program. The online platform offers graduate students an opportunity to earn a degree without relocating and may be especially appealing to individuals who want or need the flexibility of an online, non-resident program to meet their current commitments to family or job.

Master of Arts in Clinical Mental Health Counseling CACREP-Accredited Degree

The M.A. CMHC degree is a 60-hour program for those entering the mental health counseling field and/or for those wanting to pursue their doctoral degree in counseling. The CMHC program prepares graduates to work as professional and clinical mental health counselors in a wide variety of settings by providing the learner with both didactic (in the classroom) and clinical (in the field) experiences throughout their schedule of study. The CMHC curriculum blends psychological and theological principles within each course in an effort to promote the development of each student's clinical skills and Christian faith.

IMPORTANT: *While the CMHC program is designed to meet the educational standards for licensure in the state of Indiana, graduating from the CMHC program does not guarantee licensure in the United States or any other country. Students are responsible for understanding the particular laws and statutes governing licensure as a Licensed Mental Health Counselor (LMHC), Licensed Professional Counselor (LPC), or equivalent in their state of residency post-graduation. For more information about state licensure, [please click here](#).*

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Grace College Department of Graduate Counseling for the M.A. in Clinical Mental Health Counseling degree. This accreditation applies to both the online and residential learning platforms. For more information on CACREP accreditation, [please click here](#).

IMPORTANT: *CACREP accreditation does not guarantee a student's ability to obtain licensure as an LMHC, LPC, or equivalent in the United States or any other country. Students are responsible for researching and understanding how CACREP impacts the practice of counseling and obtaining licensure in their desired state of residency post-graduation.*

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.

Program Goals, Program Outcomes/Course Goals and Course Learning Outcomes

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. Students will examine and apply theories, concepts, principles and practices in individual, group, family, or career counseling from a biblical worldview.
2. Students will examine and apply biblical values in their self-as-therapist development.
3. Students will demonstrate an understanding of ethical and legal research, implications, issues, and considerations as applied in individual, group, family, career, crisis, and community counseling and consulting.
4. Students will demonstrate an understanding of social and cultural diversity research, trends, theories, implications, issues, and considerations as applied in individual, group, family, career, crisis, and community counseling and consulting.
5. Students will demonstrate an understanding of human behaviors, attitudes, relationships, development, and characteristics that influence individual, group, family, career, crisis, and community counseling and consulting.
6. Students will demonstrate and apply essential counselor characteristics, behaviors, interviewing and diagnostic skills across diverse academic and clinical settings.
7. Students will demonstrate an understanding of relevant theories and models related to individual, group, and family systems counseling and consulting.
8. Students will demonstrate an understanding of individual and group approaches to assessment and evaluation.
9. Students will demonstrate an understanding of the role of research, research methodologies, statistical analysis, and program evaluation as applied to the counseling profession.
10. Students will demonstrate a proficiency in applying computer technology across academic and professional domains.
11. Students will demonstrate critical and creative thinking across academic and professional domains
12. Students will demonstrate core counseling knowledge in Clinical Mental Health Counseling.

13. Students will demonstrate knowledge of risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders.
14. Students will demonstrate effective, culturally responsive counseling relationships.
15. Students will demonstrate the ability to receive and integrate critical feedback as it relates to their professional development.
16. Students will demonstrate effectiveness in interpersonal functioning as it applies to academic and clinical settings.

DOGC Admissions Policy

Admission requirements to The DOGC program have been developed with the applicant, the program, and the counseling profession in mind. Due to the competitive nature of the application process for the CMHC program and our CACREP accreditation, admission requirements are designed to allow the DOGC Admissions Committee to determine the suitability for each applicant as a future mental health counselor. As such, the DOGC Admissions Committee makes admission decisions using both quantitative and qualitative assessments.

Admission Components

In accordance with the institution's non-discrimination policy, each applicant is considered upon his/her own merit regardless of sex, race, color, national and ethnic origin, handicap, denomination, or church affiliation. Grace College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students. Grace College is committed to compliance with the Title IX of the federal education amendments of 1972 except as claimed in a filed religious exemption.

Application materials are available from the Office of Graduate and Adult Enrollment. Admissions forms are also available online at <http://www.grace.edu/admissions/graduate-applicants>. The program is competitive and students are advised to follow the application directions carefully.

Prospective students must submit or complete the following:

1. A **completed application** for admission. Applications are available online at <http://www.grace.edu/admissions/graduate-applicants>. 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 nonpsychology/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 transcripts will be obtained by the Office of Graduate and Adult Enrollment; however, students must provide written authorization for transcript release to the Office of Graduate and Adult Enrollment.
4. A **Spiritual Life Reference** form to be completed by someone familiar with your Christian commitment and church involvement.

5. A **Professional Reference** form to be completed by someone familiar with your professional work.
6. **Criminal Background Search.** Many mental health agencies require criminal background checks as prerequisites for employment and field placement. Please go to <https://www.criminalrecordreporter.com/servlet/service> and click on Standard Criminal Background Check and “National Report” to request a criminal background check. This document will not automatically be sent to you. The electronic report will be made available to you when you submit your information online. Please save or print the report. Residential students should e-mail a copy to macslg@grace.edu or mail a copy to the Office of Graduate and Adult Enrollment, 200 Seminary Drive, Winona Lake, IN 46590. Online students should email a copy to onlineadmissions@grace.edu or mail a copy to The Department of Online Education Office, Grace College, Office of Admissions – Online, 200 Seminary Drive, Winona Lake, Indiana 46590
7. A **current resume** or curriculum vita.
8. An **interview** (via telephone, online, or in person) conducted by a representative of the DOGC.

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

Admission Requirements for Other Special Circumstances

In addition to the regular application process for The DOGC program, certain applicants may be asked by the DOGC Admissions Committee to submit additional information to receive special consideration for admissions for various reasons. This information may include, but is not limited to, the following:

1. A **written statement** addressing how the applicant has overcome their special circumstances to achieve success as a graduate student and counselor-in-training.
2. An additional **reference** that provides insight into or addresses the applicant’s special circumstances.
3. Additional **documentation or verification** of student’s special circumstances.
4. Documentation of additional coursework completed as evidence of readiness for a graduate CMHC program.
5. An additional **interview with DOGC faculty** to address the applicant’s special circumstances.
6. **Documentation from all previous graduate institutions** attended showing student left in good standing (academically and clinically).

Admissions Process

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

Applicants who wish to be formally admitted into the DOGC must complete the Application for Admission, which is available online from the department (<http://www.grace.edu/academics/graduate/gradapp.php>). In addition, the application and forms may be printed from PDF files on the web site or obtained from the department and submitted by mail to the Graduate and Adult Enrollment Office, 200 Seminary Drive, Winona Lake, IN 46590. Admission forms may also be obtained by emailing: macslg@grace.edu. Applicants should review the admission forms, complete and submit all application materials and forms for review by faculty no later than March 15 for summer semester, June 15 for the fall semester, and November 15 for the spring semester. Admission priority will be given to full-time students. Applicants who are not declined at this stage, but are not among those initially selected, will be put on a waiting list and will be notified if a space becomes available.

Once the completed admissions paperwork is received, an interview will be scheduled with an appointed DOGC faculty or staff member. After the interview has been completed, the Admissions Committee will review the applicant file and a decision regarding the applicant will be rendered.

Notification of Admissions Decision

Students are notified in writing of admissions decisions made by the DOGC Admissions Committee. The DOGC Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one calendar year from the date of denial by submitting all documents required of a new applicant.

Admission Acceptance Status

Upon acceptance, students are mailed an acceptance letter with admissions provisions, if any. The letter notifies students of the tuition deposit due to allow course registration. Acceptance into the DOGC program is valid for up to one calendar year from the original term of intended enrollment. Applicants who defer their enrollment into the CMHC program beyond one calendar year must re-apply for admissions following the latest admissions requirements. Applicants to the DOGC program will be assigned one of the following statuses by the DOGC Admissions Committee:

Accepted applicants into the DOGC will be assigned one of the following statuses by the DOGC Admissions Committee:

1. Regular Academic Status
The student is accepted into full academic standing in the department without conditions and is expected to maintain a 3.0 GPA prior to graduation.
2. Provisional Acceptance Status
Applicants granted Provisional Acceptance will be notified by the DOGC Admissions Committee of the specific provisions, restrictions or contingencies that must be satisfied prior to the student's participation in the CMHC program. These provisions may include but are not limited to completing additional coursework, providing an additional writing sample, and submitting additional references.

Pending Acceptance

Applicants who meet the Admissions Requirements for the DOGC program may be granted a Pending Acceptance status based on their partially submitted application. The DOGC Admissions Committee and/or Department Chair will determine pending acceptance on a case by case basis.

Denial of Admission

Reasons that an applicant may be denied admission into a DOGC program include, but are not limited to, the following:

- GPA below 3.0 on a 4.0 scale over last 60 credit hours.
- One or more references recommending admission *with reservations* and/or *not recommending* admission.
- Criminal background check reveals felony and/or serious misdemeanor conviction and/or arrest.
- Personal Interview reveals problems with interpersonal skills and/or lack of suitability for graduate-level study or the counseling profession.

- Career Goal Statement is written poorly and/or does not indicate goals relevant to the counseling profession or the Christian faith.
- Demonstrating actions that are inconsistent with the ACA and AACC Code of Ethics.
- Demonstrating a lack of motivation for the counseling profession.
- Gross violation of the Department of Graduate Counseling' Standards of Conduct.

Unclassified Students (nonclinical classes)

An individual who would like to take courses as an unclassified student must complete the Unclassified Student Application form and Professional Reference form available online and from the Office of Graduate and Adult Enrollment. An unclassified student who desires to pursue a CMHC degree must complete and submit a full application to the [Office of Graduate and Adult Enrollment](#).

An unclassified student is limited to a maximum of nine (9) credit hours and may register for any of the following courses: Theological Foundations of Counseling (CPY5050), Foundations of CMHC (CPY5100), Social and Cultural Issues (CPY6500), Personality and Counseling Theories (CPY5200), Research and Program Evaluation (CPY5592), Gender and Sexuality (CPY5750), Ethical and Legal Issues (CPY6200), Contemporary Issues & Trends in Counseling (CPY6250) and Spirituality in Counseling (CPY5480). **Unclassified students may not take courses other than those listed here. Please note:** courses are designed for students pursuing a clinical mental health counseling degree and those who wish to take CMHC courses as an unclassified student should be aware that if they do not have a background in behavioral science or counseling, they may not be successful in the course. **Students currently enrolled in the CMHC program are given first priority in registering for classes and therefore not all classes will have openings for unclassified students.**

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.

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 credit as unclassified students. This credit cannot be applied to satisfy undergraduate requirements.
3. Grace College seniors may apply to the DOGC as unclassified students in their final semester. These students may take **up to 6 credits** in the graduate counseling program as unclassified graduate students during their final semester.
4. Students must have approval for graduate counseling courses from the DOGC Chair before registering for classes. Courses available for this opportunity are limited.
5. Tuition charges will follow one of two options:
 - a.) Block pricing will be applied for students who take 12 undergraduate credits with additional graduate credits. Under this option, students will qualify for full Grace financial aid. Students can take up to 6 graduate credits under block pricing.
 - b.) Students taking fewer than 12 undergraduate credit hours will be charged according to the per credit hour tuition rate (1-11 credits) and could receive prorated Grace financial aid.

This unclassified status does not guarantee acceptance into the graduate program. Students must go through the entire acceptance process and will be evaluated in exactly the same way as any other applicant.

International Student Policy

International Students who wish to take classes in the Department of Graduate Counseling should be aware that they must move to the U.S. and reside in a [state that is authorized](#) to offer the Clinical Mental Health Counseling program prior to beginning classes. International applicants need to go through the normal procedure for admission to the DOGC. International applicants must (1) submit the completed declaration of financial support form for international students to the [Office of Graduate and Adult Enrollment](#) ; and (2) take the TOEFL exam and submit the scores to the Office of Graduate and Adult Enrollment. After completing these two steps, the application process can officially begin.

The declaration of financial support form is a detailed financial statement, officially certifying and documenting that the applicant has sufficient financial resources to provide for his or her educational expenses (tuition, fees, room, board, books, supplies, personal expenses, and transportation). If the financial responsibility lies beyond the applicant, names, addresses, and phone numbers for any person(s) supplying financial support for that applicant must be provided. If there is more than one member of the family that will be living in the Winona Lake area, then the financial resources must be sufficient to provide for their expenses as well. The TOEFL exam is the required “Test of English as a Foreign Language.” Information on this exam can be found at www.toefl.org.

Grace College reserves the right to request applicants who are considered independent (married, not living with or being supported by one or both parents) and dependent (single, living with or being supported by one or both parents) to show financial resources. These financial resources must be enough to care for two semesters’ estimated charges for tuition, fees, room, board, books and supplies, personal expenses, and travel expenses to the DOGC prior to enrollment each academic year.

International students must be enrolled full-time in order to maintain an active F-1 status.

The International Baccalaureate (IB) program is recognized through transcript evaluation for the determination of college credit.

U.S. Citizens Living Abroad

Important: Prior to beginning classes, international students must reside in a state that is authorized to offer the Clinical Mental Health Counseling program. United States citizens living abroad may take didactic courses online; however, they must have a permanent address that is within a [state that is authorized](#) to offer the Clinical Mental Health Counseling program. A permanent address is a fixed address, not a P.O. box, where the student has lived and intends to live again upon returning to the U.S. **All fieldwork courses (Practicum, Internship, and Advanced Internship) must be completed at approved clinical sites within the United States or recognized United States military installations. It is the student’s responsibility to identify potential clinical sites, submit sites for approval to the Clinical Coordinator, and make arrangements with site supervisors to complete administrative paperwork and develop a plan to meet course requirements. Students should be aware that if they move to a state that is not authorized to offer the Clinical Mental Health Counseling program, they may not be able to complete their degree requirements.**

Academic Policies Related to the DOGC Program

Policies related to course enrollment, advising, appeals, graduation, and other academic requests and procedures are available in the [Academic Policies Manual](#). The following policies are supplemental to those found in the Grace College [Academic Policies Manual](#). Students enrolled in the DOGC program are responsible for reading and understanding academic policies housed in both the Grace College and DOGC Catalogs.

Grading Policy

Students will be assigned a final grade or symbol (CR, NC, I) by the date published in the academic calendar each semester. The DOGC CMHC program utilizes the following grading scale to calculate grades and student GPA across courses

within the CMHC curriculum (Pass/Fail or Credit/No-credit courses excluded):

Grade	Percentage	Quality Points	Meaning of Grade
A	93–100	4.00	Superior
A-	90-92	3.67	Excellent
B+	87-89	3.33	Good
B	83-86	3.00	Sufficient/Passing
B-	80-82	2.67	Failing
C+	77-79	2.33	Failing
C	73-76	2.00	Failing
C-	70-72	1.67	Failing
D+	67-69	1.33	Failing
D	63-66	1.00	Failing
D-	60-62	0.67	Failing
F	0-59	0.00	Failing

1. The student's grade point average is determined by dividing the total number of quality points earned in the DOGC by the total number of semester hours attempted (excluding courses bearing a grade of "W" and repeated courses).
2. In several courses, a Credit/No Credit system is also used (See Credit/No Credit Policy for Counseling Skills and Practicum and Credit/No Credit Policy for Internship and Advanced Internship).
3. An Incomplete ("I") indicates the failure to complete a portion of a course's requirements and may be assigned **only in cases of serious illness or other emergency**. The incomplete grade is considered temporary and students must make up the work without repeating the course. The incomplete grade must be replaced with a letter grade by the date specified by the professor, or it will become an "F" if not responded to within six (6) weeks after the close of the semester.
4. At the end of each semester, students can visit the Portal on the Grace College Web site (www.grace.edu) to check their grades. When a final grade has been reported to the registrar, it cannot be changed except by the professor within the specified dates on the academic calendar. All indebtedness to the college must be satisfied before a transcript of record will be issued.
5. Final Grade Changes

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

- a. This policy refers to requests for change of grade following the conclusion of a course.
- b. All grade changes must be submitted within 6 months and cannot be processed once the student's degree has been certified.
- c. Grade changes must be requested by the faculty of record using the Grade Change Form available in the Registrar's Office.

Academic Status Policy (please see Academic Professional Retention Policy)

Students matriculating in the DOGC program must successfully complete all courses with a grade of "B" (83%) or higher and a GPA of 3.0. in order to graduate from the program. Grades of "B-" or below are considered failing; and the student must successfully repeat these courses the next time the course is offered.

Course grades of B- or below are considered “Failing” and indicate that the student is not progressing satisfactorily and attention must be paid to academic or other issues related to the student’s achievement. Students who fall below a 3.0 GPA in one term will be placed on Academic Probation. Students who receive a B- or below in a course will receive a Professional Development Notification (PDN). If a student receives 2 PDNs, then he or she is referred to the Student Professional Development Committee (SPDC). Each student’s academic status is determined at the end of every term based on the following criteria:

1. **Regular Academic Status** – Students who earn grades “B” (83%) or higher in their DOGC coursework, maintain a 3.0 GPA, and receive satisfactory faculty evaluations will be considered on Regular Academic Status. This status allows DOGC students to continue matriculating in their degree program without restriction.
2. **Academic Probation** – Students who receive a grade of “B-” or below or a No Credit in Counseling Skills, Practicum, Internship, or Advanced Internship courses and/or fall below a 3.0 Term GPA will be placed on Academic Probation following the term in which either of these occurred. Students on Academic Probation must meet with their academic advisor to discuss remediating academic deficiencies. Students on Academic Probation must successfully pass with a “B” or higher all courses within the next term and earn a 3.0 term GPA in order to return to Regular Academic Status.
3. **Academic Dismissal** – Students who earn two grades of “B-” or below, earn a grade of No Credit twice in Counseling Skills, Practicum, Internship, or Advanced Internship courses, or exhibit professional, ethical, or other interpersonal concerns that may affect their academic grades will be referred to the Student Professional Development Committee (SPDC). The SPDC will review the student’s progress in the program and professional counseling competencies for determination of remediation or dismissal.

Full Time & Part Time Status

For the 2016-2017 academic year, students enrolled in a minimum of eight (8) credit hours of CMHC coursework in a given semester are considered “full-time” and eligible for financial aid as such. Students enrolled in a minimum of four (4) credit hours of CMHC coursework in a given semester are considered “part-time” and eligible for financial aid as such. Additional questions related to financial aid, including but not limited to, when financial monies are given out each year, can be directed to the Grace College Financial Aid office at 1-800-544-7223, ext. 6162.

Attendance Policy

Because classroom discussions and activities are collaborative and essential to the learning of counseling competencies, it is critical that students attend every class. It is the policy of the DOGC that absences due to illness (verified by a doctor’s note) or death of a family member are excused absences. Most other absences are not excused and it is the responsibility of the student to notify the instructor in advance and obtain approval prior to missing a class or course requirement. If an emergency arises which makes advance notice of absence impossible, students are expected to notify the instructor by email, text, or phone call as soon as reasonably possible.

Attendance in all DOGC courses regardless of learning platform includes the student’s presence and active participation in classroom sessions. Attendance in the online learning platform includes the use of operable web-cameras, microphones, and headsets as well as participating in the synchronous and asynchronous classroom activities and discussions. All online courses have a minimum requirement for synchronous classroom meetings.

Non-Clinical Courses

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

1. Students are expected to attend faithfully every course in which they are enrolled.

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

Clinical Courses

Attendance at clinical sites and faculty and site supervision is mandatory. Any unexcused absence may result in a “No Credit” for the course.

Residency

Students accepted into the online learning platform are required to attend and earn a Credit for Residency each year they are enrolled and actively taking classes in the CMHC program. In extreme circumstances, students who can't attend Residency due to health concerns, death in the family, or other matters that would cause extreme hardship for the student may apply for a waiver, first through their advisor, then to the DOGC Department Chair. The decision rendered by the Chair will be final.

Learning Enhancement Modules (LEMS)

To comply with new federal law requiring 37.5 hours of direct instruction for a three-credit-hour course, CMHC courses may have additional hours of Learning Enhancement Modules (LEMS) that students will be required to complete in order to pass the course. Faculty determine the format for these LEMS which could entail extended class time, workshops, external trainings, online videos, voice-over power points, and other educational activities led by an instructor. Students who do not attend or complete LEMS will be assessed a penalty determined by the instructor for the course including but not limited to a point reduction, a zero for the assignment, a percentage reduction of the overall grade, or failure of the course.

Practicum and Internship Orientations

Students taking clinical classes must be adequately prepared for working in the field. Therefore, all Orientation meetings for Practicum and Internship are considered mandatory. Students who do not attend these meetings will be given remedial work as determined by the Clinical Coordinator to acquire the information needed to work in the field. Students who do not complete the remedial work will not be allowed to work at a clinical site until the remedial work has been completed.

Additional Academic Requirements

Orientation to Clinical Mental Health Counseling

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the primary accreditor for the Grace College Clinical Mental Health Counseling program. CACREP standards require all students entering the CMHC program to have a new student orientation prior to or at the beginning of the first term they are registered for classes. For this reason, all students must complete CPY5005 Orientation to CMHC prior to or concurrently with courses taken in their first session in the program. Students who do not receive a Credit for this course may not register for subsequent courses until this program requirement is met.

Degree Audit Form

Students are required to meet with their academic advisors prior to or within the first few weeks of their first session in the CMHC program to complete and sign a Degree Audit Form. This form is written documentation of the student's schedule of study and outlines the student's expected progression through the CMHC program. For this reason, students who have not completed this requirement are not allowed to continue or register for courses past the first session of the program. In addition, all students are required to meet with their advisors annually to review and submit an updated Degree Audit Form.

Academic Advising

Upon acceptance to the CMHC program, each student is assigned a faculty advisor who will remain the students' academic advisor throughout the entire program unless otherwise notified. Academic advisors serve as the student's first source of information related to understanding program policies and procedures. Additionally, the advisor serves

as a mentor in discussing course progression and sharing celebrations and concerns that the student experiences during their program. During times when a student has difficulty meeting an academic or behavioral competency, as outlined in the DOGC Catalog's Academic and Professional Retention Policy, or receives a Professional Development Notification (PDN), the advisor acts as a coach to assist the student in remediating identified concerns. Advisors also act as accountability source when a student experiences difficulty meeting academic or professional competencies and needs assistance. In these situations, the student should contact their advisor for help in formulating a plan that enhances the student's success in the program.

If a student receives a Professional Development Notification (PDN), the person issuing the PDN will include a specific plan for remediation. The student and their advisor will review the plan and may add additional objectives and interventions to assist the student in meeting the competency goals. The student's advisor is responsible for monitoring the remediation plan with the student, communicating with the student that the student is passing, failing, or has failed to reach desired improvements, and for imposing the specific consequences identified in the plan. The student's advisor will also communicate with the person who issued the PDN. Failure to complete a remediation plan will result in referral to the SPDC Committee.

When a student experiences difficulty meeting academic or professional competencies, the student should work to develop a plan to enhance the students' success in the program. The student's advisor is available to consult with the student in creation of this plan and can serve as an accountability source for the student. The remediation plan should (a) communicate specific desired improvements, (b) actions the student will take to meet these goals, (c) specific dates for follow-up and review with the advisor, and (d) identify the consequences for failing to reach the student's desired goals.

Registration

To register for the first semester of study, students will work with the Office of Graduate and Adult Enrollment (residential) or the School of Professional and Online Education (online) and their advisor. Subsequent registration for courses will be completed by DOGC students through the portal.

Statement on Disabilities

A student with a documented disability is entitled by law to accommodations for the disability. Accommodations provide students with disabilities an equal opportunity to be successful by reducing or removing the barriers that may be caused by a disability and a traditional academic environment. Grace College seeks to provide reasonable accommodations for students with documented disabilities (e.g., attention, health, hearing, learning, mobility, physical, psychiatric, or vision). Students with a documented disability or special learning need should contact Christine French, Coordinator of Student Disability Services at x6423, via email at frenchmc@grace.edu or stop by the Learning Center, located in Morgan library, for assistance. Students with a disability will be assisted by the Learning Center in requesting approved accommodations in their courses. Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students with disabilities should contact the Coordinator as soon as possible in the session for which they are seeking accommodations. The law states that college personnel, including field instructors, cannot ask a student if he/she has a disability. Therefore, if you would like accommodations for any of your classes, it is your responsibility to inform your course instructors of your approved accommodations. Although reasonable attempts will be made to accommodate students in off-campus learning environments, Grace College is unable to guarantee that every off-campus environment will be able to offer the accommodations that students request. In the cases in which there is a required off-campus experience, Grace will make the necessary accommodations to fulfill the educational requirement.

Re-Admission

Individuals who want to be re-admitted to the DOGC are defined as former students of DOGC who wish to re-apply to

the institution. The following is a list of readmission categories:

- **Following Voluntary Withdrawal** - Students who have voluntarily withdrawn from the DOGC may apply for re-admission through the regular application process. Students who have voluntarily withdrawn are not guaranteed readmission to the DOGC program.
- **Following Dismissal by SPDC** - Students who have been dismissed from the program are eligible to reapply for admission after two years from the date of dismissal, through the regular application process. Students who have been issued a programmatic dismissal are not guaranteed readmission to the DOGC program.

Re-Admission Following Academic or Program Dismissal

Students who have been readmitted into a DOGC program after an academic or program dismissal must complete the Application for Course Transfer Credit Form for any/all courses previously taken at Grace College, whether these courses were online or residential graduate courses. Students will be required to submit official transcripts and course syllabi of courses previously taken at Grace College to determine the equitability of these course(s) with the current DOGC curriculum. There is no guarantee that courses previously taken at Grace College will be accepted for transfer credit.

IMPORTANT: Students who are readmitted into the DOGC program may be required to retake certain classes depending on the length of time out of the program, changes in programmatic curriculum, and developments in the counseling field. Decisions regarding readmission are made by the DOGC Admissions Committee and/or DOGC Chair on a case by case basis. Students are notified in writing of the decision made regarding their readmission. Readmitted students are subject to these decisions without appeal.

Transfer between Grace College CMHC Learning Platforms

Students currently enrolled in a DOGC learning platform may apply for a one-time transfer into the alternate learning platform. Students wishing to transfer between CMHC platforms must complete the Change of Learning Platform Application form and submit this to their academic advisor. Approval to transfer between CMHC platforms is granted pending approval by the DOGC Chair on a case-by-case basis. Decisions regarding platform transfers are provided to students in writing. Students who have been referred to SPDC or who are completing remediation are not eligible to transfer between learning platforms.

IMPORTANT: *Students must complete all clinical classes (Counseling Skills, Practicum, Internship, and Advanced Internship) within the specific CMHC platform in which they are enrolled unless there are extenuating circumstances. Students who have extenuating circumstances may complete the Application to Take Courses in the Alternative Learning Platform and the Department Chair will review the application to determine eligibility for a waiver of this requirement.*

Second Degree Completion

Students who would like to obtain a second master's degree at Grace must complete a minimum of 50% of the second degree at Grace without any course substitutions in either the first or second master's degree. Thus, no more than 50% of a given degree may count toward another degree.

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 grade of "B" or higher, are eligible for transfer consideration. 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 before the end of the student's first 8-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 Registrar's Office will be notified of all transfer approvals by the DOGC.

Taking Courses in Alternate Learning Platform

Students enrolled in the DOGC CMHC program may take a maximum of six credit hours of courses in the alternative learning platform and must take Counseling Skills, Practicum, Internship, and Advanced Internship within their learning platform of acceptance, unless there are extenuating circumstances. Students who have extenuating circumstances may complete the Application to Take Courses in the Alternative Learning Platform and the Department Chair will review the application to determine eligibility for a waiver of this requirement. Students must complete an Application to Take Courses in the Alternate Learning Platform and submit this form to their academic advisor. Approval to take courses outside of the student's learning platform of acceptance is granted pending approval of the DOGC Chair on a case by case basis. Decisions regarding taking courses outside of a DOGC degree learning platform are provided to students in writing.

IMPORTANT: Students who receive approval to take courses outside of their accepted learning platform are not guaranteed seats in these courses as each platform reserves the right to give priority registration and seating to students matriculating in their accepted platform. Students who take courses outside of their accepted platform are responsible for how these transfers will affect their financial aid and expected graduation date.

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 the Grace College Registrar's Office. 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. Please note, after the third week of class students will receive no refund; after the fourth week of class, students will receive an "F" on their transcripts. 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 granted, would allow students to earn a "W" instead of a failing grade. Petitions are not always granted. Students who fail a course once may re-take the course and if a passing grade is earned, the F will not appear on the transcript. It is highly recommended that students contact the Financial Aid office prior to withdrawal to discuss how this will impact them.

2. Continuous Enrollment

Students accepted into the CMHC program are encouraged to maintain continuous enrollment. This means students remain active by completing a minimum of one course per semester. When a student chooses to take a break or temporarily withdraw from courses, Grace College and DOGC program policies are automatically initiated. For the purpose of financial aid and accounting, a student not enrolled in at least one course is viewed by Grace College to have withdrawn from the school. The student will be responsible for any financial accounts and may be placed in a payback status for Financial Aid. Students who temporarily withdraw from the program for a full academic year will be required to update their information with the Admissions Department and contact their advisor prior to returning to the program. Students returning to the CMHC program after a temporary withdrawal may be required to retake certain classes depending on the length of time out of the program, changes in programmatic curriculum, and developments in the counseling field.

3. Temporary Withdrawal

A student who considers not enrolling in classes should work with their advisor to discuss options and review consequences of a temporary withdrawal. If the student decides not to enroll in courses, they must submit a Temporary Withdrawal application to their advisor. Courses taken outside the DOGC program during Temporary Withdrawal are not eligible for transfer credit. Students are required to attend Residency each year they are enrolled and actively taking classes within the CMHC program. Students who take a Temporary Withdrawal are strongly encouraged to attend scheduled Residencies in order to register for courses upon their return.

IMPORTANT: Students who take a Temporary Withdrawal are responsible for understanding the ramifications of such a decision on their Financial Aid, loan repayment plan, schedule of study, campus email access, and expected graduation date. It is highly recommended that students contact the Financial aid Office prior to withdrawal to discuss how this will impact them.

4. Voluntary Programmatic Withdrawal

Students who wish to withdraw from the DOGC must complete a *Programmatic Withdrawal* application and submit this form to their academic advisor. Students who have been granted a programmatic withdrawal must reapply for admission into the DOGC program as per the regular application process outlined [here](#).

IMPORTANT: Students who take a Programmatic Withdrawal are responsible for understanding the ramifications of such a decision on their Financial Aid and loan repayment plan. It is highly recommended that students contact the Financial Aid Office prior to withdrawal to discuss how this will impact them.

5. Programmatic Dismissal

In circumstances when the Student Professional Development Committee (SPDC) has determined that a student will be dismissed from the program, the dismissal will be immediate and the student will not be permitted to return to currently enrolled courses or complete further coursework. When students are dismissed from the program, an “F” or No Credit (NCR) will be recorded on their transcripts for all current courses. SPDC will notify OIT to deactivate student’s access to Grace College email and other services.

Students who have been dismissed from the program are eligible to reapply for admission to the residential or online CMHC learning platform after two years from the date of dismissal, through the regular application

process. Students who have been issued a programmatic dismissal are not guaranteed readmission to the program.

IMPORTANT: Students who are dismissed from the program are responsible for understanding the ramifications of such a decision on their financial aid, loan repayment plan, and campus email access. Please note: students are responsible for contacting the business office regarding any tuition refunds.

Recording of Lectures

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

Graduation Policy

Students must complete all degree requirements in accordance with the Academic Policies Manual. In addition, students enrolled in the DOGC program must abide by the following:

- Students applying for graduation with a graduate degree must have first received admission to that degree program. This acceptance occurs through the admissions office or the accepting program.
- Students enrolled in the DOGC program must have a cumulative GPA of 3.0 to be eligible for graduation.
- CMHC students must register for the Comprehensive Exam and Portfolio requirement of their program before they are eligible to apply for graduation. Degrees will be conferred upon verification that Comprehensive Exam and Portfolio requirements in addition to other program requirements have been successfully met.
- CMHC students must be enrolled in Advanced Internship and on-target to complete all required hours before they are eligible to apply for graduation.
- All students enrolled in a DOGC program must submit an application for graduation by the deadlines posted by the Registrar's Office. For more information regarding graduation, [please click here](#).

M.A. in Clinical Mental Health Counseling Degree

This program is designed to prepare graduates for professional standing. Thus students must meet both academic and professional standards, reviewed at several stages including 1) Counseling Skills, 2) Practicum, 3) Candidacy, 4) Internships, 5) Portfolio, 6) and Comprehensive Exam. Student evaluations will not be limited simply to academic performance but may include ethical standards, personal maturity, interpersonal skills, psychological stability, and professional competencies.

In addition, students enrolled in the DOGC program must abide by the following as it relates to graduation from the program in which they are enrolled:

1. Students enrolled in the DOGC program must have a cumulative GPA of 3.0 to be eligible for graduation.
2. CMHC students must have registered for and passed Candidacy.
3. CMHC students must register for and pass the Comprehensive Exam and Portfolio requirement of their program before they are eligible for graduation. Degrees will be conferred upon verification that a) the Comprehensive Exam has been taken and passed and b) the Portfolio requirements have been successfully met in addition to the other requirements of the program.
4. CMHC students must be enrolled in Advanced Internship and be on-target to complete all required hours before they are eligible to apply for graduation.
5. Any student intending to graduate from the DOGC within an academic year is required to complete an "Application for Graduation" and submit it to the Registrar's office within the time frame given. The Registrar will forward a copy of the application to the DOGC. The student will then request an appointment with his/her advisor for a graduation audit.
6. Graduation audits will be completed with student and their advisors to verify students are in compliance with graduation degree requirements:
 - a. Showing the semester each course was taken and the grade received in the course
 - b. Noting the courses that will be completed prior to graduation.
 - c. The student and the advisor will verify that graduation requirements have been met.
7. Payment of all debts, encumbrances, fees, etc., must be cared for by the student in order to receive his or her diploma/degree. For loan borrowers, this may also include an online exit counseling requirement. Specific information is available at the Financial Aid Office.

IMPORTANT: Graduate students should consult their academic advisor for specific graduation information pertaining to their degree program.

Critical Competencies for CMHC Students

Students enrolled in the CMHC program must demonstrate attainment of critical competencies related to theological, interpersonal, and clinical development as part of professional gatekeeping and satisfying the requirements for this degree. Students must receive a passing score or "Credit" grade (as determined by the DOGC faculty) in each of the following competency assessment probes:

1. Candidacy Requirements

Candidacy is the gatekeeping process by which the DOGC faculty determines student readiness for advancement from didactic coursework into clinical work. Students must register for Candidacy following successful completion of the CPY 5700 Practicum course. Candidacy is a "Pass/Fail" component of the CMHC degree. Students passing Candidacy can proceed into the clinical phase of the CMHC program (Internship and Advanced Internship). Students who do not pass Candidacy cannot proceed into Internship and will be referred to the Student Professional Development Committee (SPDC). Students who fail Candidacy may reapply for Candidacy once they have been given approval by the SPDC. Students who fail Candidacy twice will be dismissed from the CMHC program.

A requirement of Candidacy is that each student must complete four counseling sessions with a licensed counselor. The [personal counseling verification form](#) must be submitted as part of Candidacy. In keeping with the program philosophy, personal counseling is required to process personal issues that often surface as a result of self-reflection, increased self-awareness, transference-countertransference, and working with

clients whose presenting problems or personal characteristics trigger students' own issues. The Department of Graduate Counseling can help provide the student with a referral list of counselors (also available at www.aacc.net). The student should be aware that this component might involve an additional expense.

2. Comprehensive Exam

The Comprehensive Exam is one of three gatekeeping processes (along with Candidacy and Portfolio) by which the DOGC faculty assesses student readiness to graduate from the CMHC program. The Comprehensive Exam utilizes the standardized Counselor Preparation Comprehensive Examination (CPCE), administered by the National Board for Certified Counselors. Students must make arrangements to take the CPCE through an approved testing site. Students should keep in mind the timing required for registration, completing the exam, and having scores sent to Grace College. CPCE scores must be received at least 30 days prior to the expected graduation date. Students will be required to pay for the test through the approved testing site. The Comprehensive Exam tests the student's proficiency in the following eight major areas Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development; Career Development, Counseling and Helping Relationships; Social and Cultural Foundations; Group Counseling and Group Work; Assessment and Testing, and Research and Program Evaluation. The CPCE is a "Pass/Fail" exam. The Department of Graduate Counseling, using the CPCE national norms, determines the minimum passing score. Students who earn the minimum passing score or higher are eligible to graduate from the CMHC program. Students who score below the minimum passing score must re-take the CPCE and receive a passing score in order to graduate. If a student has not achieved a passing score after taking the CPCE three times but has shown competency in all areas covered by the exam, the student should meet with their advisor and the Department Chair to assess alternative methods of meeting the comprehensive exam requirement. [Please click here](#) for more information on the CPCE.

3. Portfolio

Portfolio is one of two gatekeeping processes (along with the Comprehensive Exam) by which the DOGC faculty determines student readiness to graduate from the CMHC program. Students must register to present their Portfolio prior to graduation during the Advanced Internship course. In addition to completing all Portfolio requirements, students must present a professional case conceptualization of a client with whom they have worked during the Advanced Internship course. Portfolio is a "Pass/Fail" component of the CMHC degree. Students receiving a passing grade will be eligible for graduation from the CMHC program. Students receiving a failing grade are not eligible for graduation. Students who fail Portfolio are eligible to register and repeat it in the following Fall or Spring once they have completed all aspects of their remedial work as designated by faculty. If a student fails Portfolio twice but has shown competency in all areas of the Portfolio assessment otherwise, the student should meet with their advisor and the department chair to assess alternative methods of meeting the Portfolio requirement.

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 each year. 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 Moodle 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. For an appointment, call the Grace College Counseling Center counselor, (574) 372-5100, ext. 6468. Confidentiality is observed according to ethical and legal standards.

It is recommended that a student review the list of counselors available at the American Association of Christian Counselors at the following web address: <http://www.aacc.net/resources/find-a-counselor/>. The DOGC also can provide students with a list of area counselors upon request. The student will be responsible for any expense for the counseling.

Technology Requirements

In a very broad sense, DOGC students will need a computer purchased in the last couple of years, a high speed internet connection, a web browser, anti-malware software, and the Microsoft Office Suite of programs. Depending on the academic program, additional equipment (such as a recording device) and services (such as Time2Track) may be a required purchase. In addition, computer literacy is required along with skills that go beyond word processing in the areas of hardware and software installation.

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

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 Online Department 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
- Searching the internet
- Using Microsoft Office Suite

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

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

Inclement Weather Conditions and Student Travel

As the weather can be very unpredictable during the winter months, please make wise choices in traveling to and from campus. Students are encouraged to check weather forecasts and the [Grace website](#) for weather related announcements before driving.

Additional Information for DOGC Students

Records-Student Education

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

Family Education Rights and Privacy Act (FERPA) affords matriculated students certain rights with respect to their educational records. This includes the right to:

- Inspect and review the student's education records
- Request an amendment of the student's education records
- Provide written consent before the university discloses personally identifiable information from the student's educational records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

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

Public Notification of Directory Information

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

The complete policy can be found in the [Academic Policies Manual](#) available on the [Registrar's](#) page of the institution's Web site.

Citation and Format Style Policy

The American Psychological Association (APA) citation and format style is commonly used within the social sciences when writing research papers. This citation and format style (from the most recent Publication Manual of the American Psychological Association) is the standard requirement for all students taking courses within the DOGC.

Textbooks

A listing of the textbooks for each course offered may be found at the following website: <http://www.treeoflifebookstores.com/grace/>. Students may also find this to be a convenient place to purchase the course texts and materials. In addition, the book list is available on the portal Resource page.

Endorsement Policy

Students enrolled in, graduating from, or alumni of a DOGC program may request letters of recommendation from DOGC faculty related to employment and licensure. The DOGC faculty reserves the right to determine whether or not a letter of recommendation will be issued to a student. Letters of recommendation are a privilege/courtesy and should be viewed this way. The DOGC faculty is under no obligation to endorse a student or write letters of recommendation.

Professional Organizations

Students enrolled in DOGC program are encouraged to become members of professional counseling associations (including American Counseling Association (ACA), Christian Association for Psychological Studies (CAPS), American Mental Health Counseling Association (AMHCA), and American Association of Christian Counselors (AACC)) and attend their respective conferences. The DOGC faculty is committed to helping students maintain professional membership and develop their professional identity as mental health counselor. Students may contact their academic advisor for more information on professional association membership.

License

Licensed Mental Health Counselor (LMHC) or Licensed Professional Counselor (LPC)

Persons interested in licensing should check with the state licensing board for the state in which licensing will be pursued. In Indiana, this license requires a 60-hour master's degree in counseling from an accredited college or university. In addition, the candidate must complete a designated number of supervised counseling hours under a licensed counselor or psychologist and pass a qualifying examination. Prior to obtaining full licensure as an LMHC, graduates of the CMHC program must apply for licensure as an LMHCA and take a qualifying exam. For more information about Indiana licensure, please consult the [Indiana Professional Licensing Agency website](#).

Most states will automatically accept the education of applicants for licensure from a CACREP-approved program. However, those who are interested in licensure in clinical mental health counseling are urged to check with the licensing boards/agencies of the state(s) where licensure is desired to determine compliance of this degree with the particular requirements. If a student becomes a licensed mental health counselor, continuing education credit hours are necessary on a yearly basis to maintain licensure.

Licensure Waiver

Graduating from the DOGC program does not guarantee state licensure as a Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), or equivalent. Students are responsible for understanding and ensuring they are meeting specific licensing laws, statues, and requirements in their state of residency. Students interested in becoming a Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), or equivalent, are strongly urged to verify the educational requirements of state licensing boards/agencies where licensure is desired.

Student Housing

DOGC students are responsible for providing their own housing. The Winona Lake/ Warsaw area offers a variety of housing opportunities. The Rent Guide (a list of rental contacts) may be obtained from the Student Affairs Office in Indiana Hall.

Graduate Student Council

Graduate Student Council (GSC) – Members of the Graduate Student Council are selected from current residential and online students in the Department of Graduate Counseling. The purpose of the GSC is: 1. To serve and provide support for Grace College's Online & Residential Graduate Counseling Students, Faculty and their families. 2. To unify the students and faculty by creating opportunities to communicate honestly, to care for one another with intentionality, and to foster fellowship. 3. To represent the CMHC program to the greater Grace College & Seminary, the community, and to the mental health field. 4. To advocate on behalf of clients, the counseling profession and students' professional development. The Council is responsible for representing graduate students to the faculty, and the faculty to the students.

Leadership roles - Faculty Advisor, President, Vice President/Secretary. Members are responsible to communicate on behalf of graduate counseling students to the Graduate Student Council President and Faculty Advisor. Any member of the Graduate Student Council may be removed from office for conduct unbecoming a member of the Government or placement on academic or disciplinary probation. In the case of academic or disciplinary probation the Faculty Advisor may, after notifying the President and Secretary, dismiss any member of the Student Government. Any student referred to the SPDC will be removed from Graduate Student Council. Any member may resign at any time to the Graduate Student Council President.

Various Offices Necessary to DOGC Students

Financial Information

- **Tuition and Regular Fees**

A graduate student taking at least eight credits is considered to have a full-time semester load subject to regular per semester tuition and fees. Tuition is charged by the credit hour. Rates and fees are subject to change each academic year. For more information, please contact the [Business office](#) at 1-800-54-GRACE, ext. 6075.

- **Business Office Policies**

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

- **Financial Aid Policies**

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

- **Refunds**

Tuition refunds for students withdrawing or dropping a class will be based on the official date of that action. A student withdrawing from the school must contact the DOGC to complete the appropriate forms. A student dropping from a class must contact the DOGC to complete the drop. Withdrawal from the school or dropping a class can change financial aid. It is the student's responsibility to contact the [Financial Aid office](#) and the [Business Office](#) to ascertain the effect of the action and make payment if needed.

Satisfactory Academic Progress

Recipients of student financial assistance are required to make satisfactory academic progress toward a specific educational objective or degree. The federal government's Department of Education has mandated that Grace College monitor and enforce these standards which are consistent with the educational mission of the college. This policy applies to all students receiving assistance from any financial aid program administered by the Office of Financial Aid at Grace College. This policy is administered separately from the college's academic probation and suspension policy.

Qualitative and Quantitative Measure

Satisfactory academic progress is measured by both a qualitative and a quantitative standard. The qualitative standard is based on meeting the minimum cumulative GPA required for the number of hours attempted. The quantitative standard requires the student to have completed the required minimum percentage for the number of hours attempted. The Office of Financial Aid determines on an annual basis (at the end of spring semester) the eligibility of the student for continued financial aid based on the standards established under the Satisfactory Academic Progress Policy.

GRADUATE LEVEL:

Hours Attempted	Minimum % Of Completion	Minimum Cum. GPA
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-week period granted by the Academic Policy Manual. Courses that are repeated for academic forgiveness will count in the number of credits attempted and completed. If the original course had a passing grade, the original credits are counted as completed even though the grade is no longer calculated as part of the cumulative GPA. Courses for which a student receives CR count towards credits attempted and completed even if the grade is not calculated as part of the cumulative GPA. Courses for which a student receives NCR count toward the credits attempted but not completed. Courses which are taken for credit, even though they are remedial in nature, are counted in both the quantitative and qualitative computations for eligibility. AU (Audit) credits do not count either in the cumulative GPA or in the credit hours attempted/completed.

Eligibility and Appeal Process

A student who has lost eligibility for financial aid may take courses at Grace College at their own expense until they have achieved the required minimum cumulative GPA and/or the required minimum number of credit hours. Once completing these requirements, the student must request that SAP be reviewed again if requirements are completed

at the end of Fall or Summer terms. Financial aid will be reinstated if the student has been found to be meeting the SAP requirements.

A student who has been denied financial aid can appeal by contacting the Registrar to develop an Academic Plan that will enable the student to regain SAP by the end of a year. A student has 30 days from the date of the notification of suspension to develop the Academic Plan and submit it to the Office of Financial Aid. The Academic Plan needs to spell out when and how SAP will be achieved. The Academic Plan will grant one year of SAP Probation. If the student is not meeting this prescribed plan when SAP is reviewed again at the end of the spring term, the student will be placed on Financial Aid Suspension until SAP has been achieved and there will not be another probationary period.

If a student can't develop a satisfactory academic plan with the registrar that can get them off SAP failure by the end of a year, the student will have to pay for courses at their own expense.

Student Rights and Responsibilities

All students enrolled in The DOGC program assume an obligation to conduct themselves at all times as responsible members of the Grace College community, to respect the personal and property rights of others, and to support the educational mission of Grace College. Grace College and the DOGC insist that its students demonstrate personal and professional integrity in addition to academic excellence. Grace College administrators, faculty, and staff encourage student involvement in decision making. Student membership and input on institutional committees are valued and encouraged at Grace College.

Attitude and Conduct Expectations

Members of the Grace College community are committed to the mission of the institution and to living in a manner that brings glory to the name of our Lord. All students enrolled in the DOGC program are required to uphold the standards of the Grace College community and affirm their agreement to do so by signing a Statement on Community Lifestyle Expectations. A copy of this document can be found on the Department of Graduate Counseling Resource page on the portal.

In addition to following the Grace College community lifestyle expectations, students also are required to adhere to the Code of Conduct Policy outlined below:

Code of Conduct Policy

All students enrolled in the DOGC program are expected to conduct themselves in an ethical, professional, and civil manner. Students found guilty of the following violations shall be subject to disciplinary action up to and including dismissal from Grace College:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of Grace College documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to Grace College.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of Grace College.
- The manufacture, possession, use, or illegal distribution of any form of illegal drugs.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers, required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of Grace College activities, or interfering with the freedom of movement of any member or guest of the Grace College community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Grace College community.

- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Grace College.
- Physical abuse, threatening acts, or harassment toward others.
- Gambling, drunkenness, distribution of alcohol to minors, or illegal drug use .
- Membership or association with organizations that promote ideas that are in direct conflict with biblical principles and/or Grace College community lifestyle expectations.
- Nonconformity to certain standards of appearance and dress which are maintained in order to strengthen professionalism and to promote the general morale of the school (see Dress Code under Miscellaneous Re: Clinical Work)
- Violation of the ethical codes (ACA & 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 violation and/or the student's receptivity to the instructor's intervention, the professor reserves 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 a failing grade or a "No Credit" for the 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 e-mail 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 student's concerns are regarding a perceived ethical or moral violation on the part of the faculty instructor and the student does not feel comfortable discussing this with the professor, the student is advised to discuss this with the Department of Graduate Counseling Chair.

Requesting Additional Evaluation by Professionals

Referral for mandatory evaluation is the purview of the Dean of Behavioral Sciences. The Dean may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine and protect the health and safety of the student, the campus, and/or clinical site during practicum and internship courses.

Academic Dishonesty/Plagiarism

Academic Integrity

Grace College and Seminary is committed to fostering students' intellectual, moral, and spiritual development. Academic dishonesty—in all forms—is a serious violation of academic integrity, Grace's community standards for scholarship and behavior, and Christian morality. Because academic integrity is an important value of Grace College and Seminary, violations of the Academic Integrity Policy may result in severe academic penalties and/or disciplinary consequences.

- Students are expected to uphold high standards of academic integrity and refrain from committing or facilitating acts of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, falsifying or fabricating data, stealing or interfering with another student's work, and submitting substantial portions of the same work for more than one course without prior consent from the instructor.
- All submitted work is accepted as a student's own work, unless otherwise understood and approved by the instructor.
- A student may not submit for one course substantial portions of work that have been used to fulfill the requirements of another course taken at this or any other school without obtaining permission from the current professor in advance.
- A student must not intentionally or knowingly help another student to commit an act of academic dishonesty.
- Faculty communicate additional expectations and clarifications about discipline-specific practices, particular assignments, and collaborative work via syllabi and in-class instructions.
- No one responsible for teaching or assisting in a course, including instructors and teaching assistants, will tolerate academic dishonesty. Infractions of the Academic Integrity Policy will be reported by the faculty of record to the academic program administrator, and the Academic Affairs Office. The Academic Affairs Office will then notify the Student Affairs Office and Registrar's Office as necessary.
- Violations of the Academic Integrity Policy will result in proportional consequences, which include but are not limited to, failure of the assignment, course grade reduction, and failure of the course, as stated in the course syllabus. In assigning a consequence, the faculty member (in consultation with the Academic Affairs Office) will consider the type and extent of academic dishonesty involved, as well as whether the student has a record of prior offenses. Mitigating factors, such as the student's cooperation and contrition, may also be considered.
- Additional consequences may be imposed by Grace College and Seminary and might include ineligibility for certain student jobs or leadership positions (such as teaching assistantships), suspension from campus or the academic program(s), and/or a hearing before a discipline panel.
- A student wishing to appeal a violation of the Academic Integrity Policy and/or penalty resulting from such a violation must follow the procedure for an academic appeal as explained in the Academic Policy Manual.

Plagiarism

Plagiarism is defined as presenting someone else's ideas, language, or work as one's own without properly citing or acknowledging the source. Any ideas or materials taken from another source, whether copyrighted or not, must be properly documented unless that information is common knowledge. "Common knowledge" refers to information or facts that are widely known within a discipline or a course and therefore not attributable to one source. Examples of plagiarism include failing to cite content that originates from the work of another, failing to use quotation marks to identify direct quotes, and copying and pasting from any source on any assignment, exam, quiz, power point slide, discussion board or course requirement without identifying the author or reference.

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Retrieved from <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism> **Self-Plagiarism**

Just as students are not allowed to present the ideas or work of others without properly giving the author credit, they also do not present their own previously submitted work as new scholarship. Students may not use direct quotes, paraphrases, or materials from their own work that were previously submitted in other courses (for Grace College or any other educational institution) or within a course without first obtaining permission from the course instructor. If a student is given permission by the course instructor to use previously submitted work, they must cite their work according to APA guidelines. All of the following are considered self-plagiarism:

- Submitting a paper written for a previous course
- Multiple submissions of the same paper to meet different assignments
- Journal entries copied or pasted as discussion board posts
- Power point slides recycled from a previous presentation

Academic Appeal and Review Process

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

Students are asked to use the following process for appeals:

1. Within 10 days of the situation prompting the student's concern, the student should request to talk to the person responsible for the decision or involved in the dispute so the student can communicate his/her concerns and attempt to resolve the issue between the individuals involved. The professor should arrange to meet with the student within 10 days of the student's request. Although recommended, there are situations, such as the learning platform utilized or decisions related to the student's final course grade, in which those involved cannot meet face-to-face so the student will need to express his or her concerns via email, a letter, or a phone call.
2. If the student remains unsatisfied with the outcome of the decision by the professor, the student should put the issue in writing and submit it to the chair of the department with 10 days following the decision in step #1. The student may include any supporting documentation needed. The written dispute should include the facts and concerns about the case and specify the student's desired outcome. The department chair will review the concern and respond within 10 days. *In the case where the Department Chair is the faculty assigning the grade to be appealed, the student will submit the written request to appeal the grade to the Dean of the School of Behavioral Science. The Dean will convene and collaborate with the Student Professional Development Committee (SPDC) to review the concern. The Dean will respond within 10 days according to the SPDC policy outlined in the catalog.*

3. If the student is unsatisfied with the outcome of the decision by the department chair, the student may request that the department chair convene the SPDC for review of the student's concern. The student has 10 days following the decision of the department chair to submit a written request to the department chair for SPDC review. The committee will review the concern and respond within 10 days according to the SPDC policy outlined in the catalog.

Academic Professional Retention Policy

Students must uphold program and college standards, professional counseling standards, and the ACA and AACC Codes of Ethics to be retained in the Clinical Mental Health Counseling program. These essential skills, knowledge, and values may be considered both academic and professional in nature and are discussed below.

RATIONALE: Counseling students are expected to demonstrate professional behavior in the classroom, in field agencies, and in both the Grace and broader communities, all of which reflect a commitment to the ethics of the Counseling profession. Behavior contrary to these ethics is cause for review of the student's admission to or status in the CMHC program. By virtue of their enrollment at Grace College and admission to the CMHC program, students agree to practice within the framework of these standards.

COUNSELING PROGRAM RETENTION CRITERIA

Students must demonstrate the interpersonal skills, attitudes and self-awareness, academic abilities, and professionalism that are consistent with both counseling and institutional standards of conduct. It is the professional obligation of all DOGC faculty and clinical site supervisors to evaluate students for clinical and/or professional competence during their entire course of study. The Graduate Counseling Department Chair and faculty determine the retention status of students in the department. The academic and professional characteristics required to be retained in the CMHC program include but are not limited to:

1. Interpersonal Skills

a. Professional relationships

- i. Establishes and maintains professional, collaborative, and collegial relationships with faculty, supervisors, and peers (a) despite social differences and level of authority and (b) that are consistent with the AACC and ACA Codes of Ethics.
- ii. Takes responsibility for own choices and assesses and adjusts own impact on others and systems
- iii. Communicates using appropriate verbal or written etiquette, language, and tone; demonstrates respect by giving thought to the timing of and proper means used for communication.
- iv. Uses established educational and organizational channels for policy clarification and/or conflict resolution as outlined in the course syllabus and catalog

b. Client relationships

- i. Establishes and maintains client relationships (a) despite social differences and level of authority and (b) that are consistent with the AACC and ACA Codes of Ethics.
- ii. Demonstrates ability to establish rapport and maintain a client-centered therapeutic relationship using basic counseling skills such as empathy, warmth, active listening, eye contact, verbal and non-verbal engagement, openness, and transparency.
- iii. Exhibits respect for physical, social, religious, spiritual, economic, cultural, and racial differences and differing values and perspectives.
- iv. Promotes advocacy for the well-being of the client during individual and group sessions, within the client's family and/or support system, during supervision, and within the clinical agency.

Examples of competence in interpersonal skills and professional/client relationships include:

- Demonstrates respectful peer and faculty interactions
- Demonstrates respect for the ideas and integrity of others
- Demonstrates maturity in interactions with others
- Demonstrates ability to interact respectfully with people of diverse backgrounds
- Demonstrates ability to react with appropriate empathy and sensitivity

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

- Demonstrates an inability to control anger uses insulting or profane words
- Uses intimidating tactics towards others
- Demonstrates inability to tolerate cultural or lifestyle differences
- Demonstrates dishonest or unethical behavior

2. Self-Awareness

- a. Exhibits knowledge of how own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- b. Accurately assesses personal strengths, limitations, and suitability for professional practice.
- c. Demonstrates willingness to seek, accept, and use feedback through supervision for professional development.

Examples of competence in self-awareness include:

- Acknowledging one's role in relationships including how one's contributes to, perceives, and engages in actions that initiate, enhance, or exacerbate a situation
- Acts constructively to prevent and resolve issues, and exhibits openness to solutions proposed by others
- 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 pattern of or an extreme reaction of intolerance of others' 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 others' personal information within a course, clinical site, or during interactions with others.

3. Academic Performance

- a. Demonstrates readiness to engage in new experiences, academic and reflective assignments, and group activities
- b. Uses professional, graduate-level written communication demonstrating proficiency in APA writing

- style and form, synthesis, integration, and appropriate citations and references to avoid plagiarism.
- c. Exhibits critical thinking and higher-level learning as conceptualized through Bloom's Revised Taxonomy of Learning (ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)
 - d. Demonstrates ability to understand the verbal and written course content to fulfill the requirements for coursework and the academic field experience.
 - e. Demonstrates proficiency in counseling concepts, theory, language, values, and skills by meeting goals and objectives for all coursework as outlined in the syllabi and catalog.
 - f. Maintains academic qualities, conditions, and grades outlined in the DOGC catalog including academic status and retention policy.

Examples of competence in academic performance include:

- Fulfills all requirements with a minimum grade of B, or Credit (CR)
- Exhibits graduate level research and writing skills

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

- Earns two grades of B- or lower or a No Credit (NCR) in a pass/fail course
- Plagiarizing another's work through using poor writing skills or intent

4. Professional Behavior

- a. Exhibits self-directedness, assertiveness, and initiative in reviewing course or clinical requirements and assignments, seeking assistance when needed, and meeting goals and objectives as outlined in the syllabus, the DOGC catalog, and/or the policies of the clinical site.
- b. Effectively copes with personal issues in order to meet program and course goals and professional and ethical standards as outlined by AACC and ACA Codes of ethics.
- c. Functions within the structure of clinical organizations during practicum and internship experiences by observing institutional, department, and agency policies, professional standards, and public law.
- d. Demonstrates commitment to the mission, goals, core values, ethical principles, and professional practice of counseling as outlined in the AACC and ACA Codes of Ethics.
- e. Adheres to policies related to appearance, attendance, and/or any other requirements set forth in the course syllabi, DOGC catalog, institutional policies, or any written or verbal standards set by a student's clinical site.

Examples of competence in professional behavior include:

- Using professional language to communicate, even when agitated
- Using the appropriate chain of command to advocate or make inquiries
- Engaging in the process of supervision openly and professionally
- Working collaboratively with peers, faculty, and others

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

- Demonstrates overt hostile reaction to faculty or clinical feedback and/or supervision
- Refuses or does not adjust behavior in response to clearly communicated feedback
- Regularly fails to give appropriate credit to others
- Demonstrates a pattern of overreaction to a small slight
- Regularly uses language, tone, or writing style that indicates defensiveness or anger, or ignores academic inquiries or disagreement
- Exhibits difficulty working collaboratively in a professional or academic environment

Retention Procedure

Faculty members are to discuss concerns about academic, professional, or interpersonal competence directly with students. Following these discussions, faculty complete the DOGC Professional Development Notification (PDN) form, which is a written summary of the competence issue(s), an action plan for remediation, and a date for completion of the plan. The plan is monitored by the student's academic advisor as outlined in the DOGC Catalog section, Academic Advising. Students failing to make substantial changes toward or comply with the objectives agreed upon in the PDN will be referred to the SPDC. Copies of the PDN form are sent to the student, the student's advisor, the department chair and are placed in the student's file. A student who receives two (2) PDN forms will be referred to the SPDC. In the case of gross misconduct or behavior posing a risk to others, the student will be referred immediately to the SPDC. In the case of suspected criminal activity, the student will be referred immediately to the Department of Student Affairs who will consult with the Dean and Department Chair to determine appropriate action. Students who believe they have been treated unfairly must follow the Appeals Policy as outlined in the DOGC Catalog. The Dean of the School of Behavioral Science maintains final authority regarding a student's retention in the program.

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 related to concerns about students' professional development 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 to be comprised 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. The faculty member who has made the referral under review will not serve on the committee.

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 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 internship site, asked not to return, or fails a site supervisor evaluation, the faculty or academic member who is acting as the clinical site liaison 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:

- 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.
- In the event that a student cannot appear in person, the committee will be convened in a suitable electronic environment.
- 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.
- 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** convening of the SPDC, the 48 hours for review of documentation is waived and the student may present relevant documentation to the committee at any time prior to or during the meeting.
- If a student is notified of the meeting and does not attend, the SPDC may continue its action and render a decision.
- The student is permitted to have a support person from the academic community, including another student, faculty or DOGC staff member from Grace College. Support persons may not be family members of the student. The support person 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.
- The student is not permitted to bring legal counsel to committee meetings.
- If one or more of the SPDC committee members or the referred student needs to attend the meeting online, all members and the student must attend online from separate locations. The SPDC may choose to meet in person if all parties are able to attend in person at the same location.
- Verbatim transcription or electronic recording of the meeting is not permitted. The recording secretary will transcribe minutes of the meeting and subsequent decisions.
- The committee should ensure that the student has been apprised of the concerns and has had an opportunity to respond.
- Within ten (10) days of the meeting the committee members shall render a decision on what course of action is required. The outcomes may include, but are not limited to the following:
 - Referral to advisor, Clinical Coordinator, or DOGC faculty member for remediation using a specific plan created by the SPDC committee including identified academic and/or behavioral outcomes, consequences, and process for monitoring.
 - Referral to outside resources
 - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
 - Program dismissal
- The committee should also consider whether the program or student should take any follow up action with an internship or practicum site, with an instructor, or with another student in order to preserve or reconcile a professional relationship.
- The committee chair shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within ten (10) business days of the committee's decision. In all cases, the faculty should describe the problems resulting in referral and the recommended solutions in specific detail.

Monitoring Progress

The SPDC Committee uses the following procedures for monitoring the progress of students referred to SPDC for concerns about academic and/or behavioral competencies.

- A. When a student has been placed on probation, the SPDC will develop and provide to the student the explicit requirements that must be completed, a date for reporting completion to the committee, and the consequences for failing to reach the desired goals. The student will communicate with the Committee

Chair for questions related to the requirements and will submit all documentation of compliance to the chair by the established date. Within ten (10) days of receipt of the student's documentation, the Committee Chair will either notify the student in writing that the documentation or actions taken by the student do not meet the agreed upon criteria or will issue a letter stating that the competency has been resolved and no further action by the SPDC is needed at this time. It is noted that resolving a competency does not preclude the student from being referred to the committee at another time for further concerns about the same or other competencies. If the documentation is not submitted by the required date or the actions taken by the student do not meet the criteria specified by the SPDC, the committee will reconvene to determine the next course of action, including dismissal from the program.

- B. When a student has been referred to outside resources, the student will be provided with a date for providing a progress report to the SPDC on the outcomes of the referrals. The progress report should be in the form of a letter from the outside source(s) that provides an update of the student's progression in the competency that was cited as a concern by the SPDC. While the SPDC does not require the student to waive confidentiality, the student will be required to sign a limited waiver of confidentiality allowing the Committee Chair to ascertain that the student and the outside referral source are remediating the identified competence and that the student is making progress. It is noted that resolving a competency does not preclude the student from being referred to the committee at another time for further concerns about the same or other competencies. While the student is working with an outside referral source, should the student demonstrate ongoing concerns regarding the identified or other competencies before that time, the SPDC will reconvene to determine the next course of action, including remediation, probation, or dismissal from the program.
- C. When the SPDC determines that a student will be dismissed from the program, the dismissal is immediate and will follow the policy outlined in the DOGC Catalog under Program Dismissal.
- D. If a student is already under SPDC review and earns a failing grade or Professional Development Notification (PDN), the SPDC will convene to consider whether current remediation should be continued, revised, or if the student should be dismissed.

The committee should also consider whether the program or student should take any follow up action with an internship or practicum site, with an instructor, or with another student in order to preserve or reconcile a professional relationship.

The committee chair shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 10 business days of the committee's decision. In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

Students with Disabilities Appearing Before SPDC

When a student has a documented disability, the SPDC works with the campus's Disability Services Coordinator to ensure required accommodations for committee proceedings are provided. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by Grace College and the DOGC CMHC program. Accommodations are not retroactive and the failure to request accommodations does not forgive past difficulties. Referral for mandatory evaluation is the purview of the dean of the School of Behavioral Science.

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 of the receipt of the appeal, an Appeals committee comprised of the Dean and two faculty members from the Department of Student Affairs will convene to consider and render a decision regarding the student's appeal. Any results of the SPDC proceedings will

remain in place until the Appeals committee renders a decision otherwise. The student must obey the terms of the SPDC decision pending the outcome of the appeal.

Counseling Skills and Practicum

Counseling Skills

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

Another aspect of this course involves the acquisition of counseling skills while continuing to look at personal life issues that impede therapeutic work with clients. The various skills of counseling will be taught via methods such as classroom instruction, role-play, and videos. Students will practice skills in class, within triadic groups comprised of Counseling Skills class members, or with volunteers. Students will provide tapes of practice sessions and faculty evaluate students to determine if they are prepared to advance to Practicum.

Practicum

After the successful completion of the Counseling Skills course the student is eligible for Practicum. Students must have completed or are simultaneously taking the following: Counseling Skills (CPY5350), Foundations of CMHC (CPY5100), Group Counseling (CPY6350), Psychopathology (CPY5250) and Theories of Personality and Counseling (CPY5200). The Practicum experience is designed to provide the student with actual counseling experience, along with group and individual supervision. Practicum must be completed at approved clinical sites within the United States or recognized U.S. military installation.

Practicum consists of two sessions in which the student will accumulate 100 course work hours in the following manner:

Direct service with clients with at least 10 in group work	40
Individual supervision (with appropriately licensed faculty or site supervisors (e.g. LMHC, LMFT, LCSW)	15
Group supervision facilitated by a faculty member	24
Other indirect clinical hours (research, note writing, site training, etc.)	21
Total	100 hrs.

Counseling Skills and Practicum Credit/No Credit Policy

One way in which students are "screened" for interpersonal attributes and behaviors that may do harm to clients is through the Counseling Skills and Practicum classes. This is the reason a "Credit/No Credit" ("CR"- "NC") system is used for these courses. If a student receives "Credit" ("CR"), then the student may proceed to the next clinical course. If a student receives "No Credit" ("NC"), then he or she is required to repeat the failed course before advancing to the next. Prior to or after receiving a NC, a referral may be made to the Student Professional Development Committee (SPDC).

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

1. More than one (1) absence during scheduled Faculty Group Supervision in Practicum (CPY 5700 I).

2. Inadequate, incomplete, or unacceptable Case Study presentations (as determined by the Instructor/Faculty Supervisor).
3. Disciplinary actions that are the result of unprofessional/unethical conduct either at the Practicum/Internship site or in the classroom and/or failure to comply with directions and consultation given by either the Faculty Supervisor or any Site Supervisor. All disciplinary problems will be documented in the student's file.
4. If the Faculty Supervisor determines that the student's current emotional, mental or physical well-being compromises the integrity of the Practicum/Internship experience or potentially places the student or others in harm's way or in an unduly vulnerable position. All such cases will be brought to the attention of the Clinical Coordinator and the Program Chair.
5. If there is a question or concern of competency in areas such as (but not limited to):
 - a. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - b. 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)
 - c. 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)
 - d. 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)

If the student receives "No Credit" ("NC") or indicators **below expectations** on the Practicum Site Supervisor Evaluation Form, the DOGC faculty may require work outside of the program in order to address the issue(s) involved. This may include but is not limited to extra course work, counseling, and accountability. It is the responsibility of the student to pay for the costs that may be incurred due to required remedial work.

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

1. The student is provided with a written copy of the Practicum Evaluation Form and meets with the professor to discuss problematic areas.
2. If a student receives one or more Professional Characteristic indicators **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 action taken will be given to the student and placed in the student's file.

If, at the final evaluation, the student has not satisfactorily and successfully completed the remedial work in its entirety and/or receives one or more professional characteristic indicators of a "1" (below expectations) on the Practicum Evaluation form, the student will earn a "No Credit" ("NC") 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 dismissal from the program.** If the student is informed that he or she will be dismissed from the program, the instructor will meet with the student to discuss alternative educational/ employment options. A referral will also be made to the director of Career Services.

Please Note: The decision to give "NC" to a student will be made by the class professor. If the student wishes to challenge this decision, the student must follow the academic appeal and review process. Also note: At any point during the remediation process, a student may be referred to the SPDC.

Provisional Pass

Students in Counseling Skills and Practicum may be given a provisional pass which would allow them to begin the next clinical course under the provision that remedial work is completed by midterm of the next clinical course. Remedial work will be given in the form of a Professional Development Notification (PDN). In addition to remedial work, the student must demonstrate professional, personal, and clinical development which meets expected criteria for midterm evaluation in the next clinical course. If expected criteria are not met by midterm, students may receive a No Credit and be required to repeat the clinical course before advancing in the program.

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 DOGC faculty. The decision to award “Credit” or “No Credit” is based upon how students respond to and achieve what the professor has determined should be achieved, in role-plays, tapes, paperwork, critiques, group discussion feedback, case scenario presentations, completion of readings, etc.

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

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

Clinical Course Requirements

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

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

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

Please note: At any point during the process in which an agency supervisor perceives that a student is not meeting minimal standards, a student maybe subject to referral to the SPDC.

Guidelines for Counseling Internships

Internship and Advanced Internship

Two (2) internships are required for the 60-hour M.A. in Clinical Mental Health Counseling degree:

1. Internship in Clinical Mental Health Counseling: Internship is to be completed in a clinical mental health facility under the supervision of a fully licensed clinical supervisor (e.g., LMHC, LCSW, LMFT). See course syllabus for details. Students are responsible for knowing and meeting the number of hours required for licensure in their current state of residence.
2. Advanced Internship in Clinical Mental Health Counseling: Advanced Internship is to be completed in a clinical mental health facility. Students are responsible for knowing and meeting the number of hours required for licensure in their current state of residence.
3. At least 100 hours of face-to-face supervision is required for the combined hours of Practicum, Internship, and Advanced Internship. Supervision evaluations will be used as a major determinant for the student to receive a “CR” or “NC” for each respective course. If a student receives an “NC” for a course, that course may be repeated one (1) time only. A second “NC” will result in termination from the program.

IMPORTANT: Internships are clinical courses required to develop and refine advanced counseling skills that conceptually link counseling theory and practice in a clinical setting. All Internship courses must be completed at approved clinical sites and have a fully licensed clinical supervisor (e.g. LMHC, LCSW, LMFT) on site.

Paid Internship Policy

Many internship sites offer non-paid positions. However, the DOGC M.A. in Clinical Mental Health Counseling degree will allow paid positions to be used for internship credits as long as certain requirements are met. The site must meet the criteria established by the DOGC. The student must obtain approval from the site supervisor and class instructor before the internship begins. The student must discuss the clinical experiences he or she expects to pursue in the paid position with the internship supervisor to ensure the student gains a variety of clinical experiences. If the student is employed with the internship-issuing agency before enrolling in internship, the internship experience must be beyond the scope of their current job description. The student must also complete and submit a Work Internship Agreement to the Clinical Coordinator for approval prior to signing an Agency Agreement with the site.

Intern Performance Evaluation/Criteria and Procedures:

1. Internship Credit/No-Credit Policy

Counseling involves extensive personal investment. Consequently, Interns will be learning more than knowledge and acquiring skills. Internship is challenging both academically and emotionally and Interns will likely be affected in the development of learning clinical skills. Intern participation in this clinical experience will not always be a comfortable experience. We utilize a *Credit/No Credit* (CR/NC) system as a method of preventing Interns who may cause more harm than good to clients from progressing in the clinical components of the program. If an Intern receives CR, then the Intern may proceed to Advanced Internship. If an Intern receives NC, then the Intern is issued a Professional Development Notification and must repeat the Internship course before moving to the next level. Prior to or after receiving a 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 Intern may repeat Internship one time only. A mark of NC during the second Internship attempt will result in dismissal from the program. **NOTE:** The decision to give

NC to an Intern will be made by the faculty supervisor. If the Intern wishes to challenge this decision, the Intern must follow the Academic Appeal and Review Process. If the Intern is informed that he or she will be dismissed from the program, the faculty supervisor will meet with the Intern to discuss alternative educational/employment options. A referral will also be made to the Director of Career Services for assistance.

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

1. More than (2) two total absences during Faculty Group Supervision over Internship and Advanced Internship (CPY 6700 I and CPY 6710 I). **A student cannot have more than one absence per semester.**
2. Inadequate, incomplete, or unacceptable Case Study presentations (as determined by the Instructor/Faculty Supervisor).
3. Disciplinary actions that are the result of unprofessional/unethical conduct either at the Practicum/Internship site or in the classroom and/or failure to comply with directions and consultation given by either the Faculty Supervisor or any Site Supervisor. All disciplinary problems will be documented in the student’s file.
4. If the Faculty Supervisor determines that the student’s current emotional, mental or physical well-being compromises the integrity of the Practicum/Internship experience or potentially places the student or others in harm’s way or in an unduly vulnerable position. All such cases will be brought to the attention of the Clinical Coordinator and the Program Chair.
5. If there is a question or concern of competency in areas such as (but not limited to):
 - a. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - b. 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)
 - c. 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)
 - d. 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 Department faculty. The decision to award “Credit” or “No-Credit” decisions is based upon how Interns respond to and achieve what the faculty supervisor has determined should be achieved, in recordings, paperwork, group supervision and feedback, case presentations, completion of readings, and on other tasks. The award of “Credit” or “No Credit” is also developed within a comparative analysis with other Interns. The reality 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 Intern will receive “Credit” or “No-Credit” for the class. The feedback 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 faculty. If the Intern decides to obtain an alternative supervisor, the remedial work assigned by the original Site Supervisor must still be completed to the full satisfaction of faculty.

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 supervisor/site.

Miscellaneous re: Clinical Work

Dress Code for Counseling Skills, Practicum, Internship, and Advanced Internship

Students should dress modestly and professionally when meeting with students/clients for Counseling Skills, Practicum, Internship or Advanced Internship. Casual clothing such as jeans, overalls, shorts, t-shirts, sweatshirts, etc., should be avoided. If the student is working with an agency for Practicum, Internship, or Advanced Internship, the dress code of that agency should be followed.

Liability Insurance

Students in Practicum, and Internship/Advanced Internship are required to purchase liability insurance prior to clinical classes. Specific information regarding the liability insurance requirement is available via the class syllabus and on the portal.

Confidentiality of Client Information

Students have an ethical obligation to protect the privacy and confidentiality of clients and volunteers who role-play clients. Files that are stored on a laptop or home computer should be password-protected and no one except the Counselor-in-Training should know the password. No client information should be transmitted electronically by email without the approval of the faculty supervisor or course instructor. Client information that is shared in writing for supervision or grading purposes should have all identifying information redacted. Pseudonyms should be used to

refer to clients during live supervision.

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.

Clinical Coordinator

The clinical coordinator is responsible for the coordination of all clinical experiences in Practicum, Internships, and Advanced Internships.

1. The Clinical Coordinator facilitates training on clinical field experiences for students.
2. The Clinical Coordinator monitors clinical field experience by acting as a liaison between Grace College and Practicum/Internship Sites.
3. The Clinical Coordinator manages Candidacy process to ensure readiness for Internship.
4. The Clinical Coordinator updates and distributes needed materials for clinical experiences including student handbook, site agreements, and orientation training manuals.

DOGC Course Offerings

Students must 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:

CPY5000-I Residency One

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities facilitated by online and residential faculty members. 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)

CPY5002-I Residency Two

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities facilitated by online and residential faculty members. 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)

CPY5003-I Residency Three

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities facilitated by online and residential faculty members. 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)

CPY5005 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, the two learning platforms, clinical field requirements, APA writing style, and technology requirements. (Zero hours).

CPY5050, CPY5050-I 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

CPY5100, CPY 5100-I 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

CPY5150, CPY5150-I 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

CPY5200, CPY5200-I 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

CPY5250, CPY5250-I 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; none

CPY5350, CPY5350-I Counseling Skills

Professional skill development is the focus of this course. Students will learn to identify client issues that impact wellness, and gain proficiency in basic counseling skills through instruction, modeling, and practice. Students will develop awareness of strengths and weaknesses in relating to others, and explore how interpersonal factors influence therapy. (Three hours)

Prerequisites: CPY5100

CPY5380, CPY5380-I Psychotherapy with Children & Adolescents

The course will explore diagnoses specific to children and adolescents with an emphasis on theories, processes, evidence-based practices, techniques, and incorporating families in working with this population. A central theme in the course includes developing an understanding and readiness to address the needs of children, adolescents, and their families using biblical and counseling perspectives. (Three hours)

Prerequisites: CPY5200, CPY5250

CPY5480 Spirituality in Counseling

This course is designed to expand students' knowledge of ways in which spirituality influences the practice of clinical mental health counseling. Students will learn strategies for exploring clients' spiritual concerns, addressing pain from a theological perspective, assisting clients in spiritual growth, and using the Bible to directly promote client change. Students will also engage in activities designed to promote personal spiritual formation. Note: Online Class. Elective (One hour)

Prerequisites: none

CPY5592, CPY5592-I Research & Program Evaluation

As it pertains to the study of counseling, this course is designed to familiarize students with common research designs, basic statistical concepts and analyses, and critical evaluation of published research. Students will learn how to utilize this knowledge as it relates to program evaluation. (Three hours)

Prerequisites: none

CPY5610, CPY5610-I Candidacy

Candidacy is the first of three DOGC gatekeeping processes which assess student readiness to advance through the CMHC program. Students register for Candidacy following successful completion of Practicum. Registration for Candidacy requires prior approval from the student's advisor. (Zero hours)

Prerequisites: CPY 5050, CPY 5100, CPY 5350, CPY 6350, CPY 5250, CPY 5200, CPY 5700

CPY5650, CPY5650-I Addictions Counseling

This course examines the models, etiologies, psychopathologies, assessments, and recovery strategies related to addiction counseling. Students engage in applied learning activities to enhance understanding of addictive behavior and its treatment. Evidence-based interventions and the stages of change model are emphasized. Students explore the dynamics and treatment of addiction from an ethical, multicultural, sociological, and biblical framework. (Three hours)

Prerequisites: CPY5200, CPY5250, CPY6350

CPY5691, CPY5691-I Assessment and Testing

In this course, the measurement of human behavior with assessment instruments will be examined and students will build a working knowledge of ethical evaluation, administration, and interpretation of tests used in treatment planning for counseling. Content will include an introduction to the basic statistical concepts in testing and the historical, ethical, multicultural, social, and clinical use of standardized and nonstandardized tests for individuals and groups. Students will learn methods for determining the appropriate assessment for a particular population, and practice administering formal and informal psychological assessments. (Three hours)

Prerequisites: CPY5200, CPY5250, CPY5350

CPY5700, CPY5700-I Practicum

This course is the first of three fieldwork courses and emphasizes application of foundational counseling skills, diagnosis, and theory-based case conceptualization and treatment planning during a minimum of 100 hours of supervised, counseling interactions with clients. Students are introduced to advanced counseling techniques and continue to develop competency in foundational counseling skills at off-campus clinical sites through a combination of observation, co-counseling, and leading counseling sessions or groups under direct supervision. Students use audio/video recordings during weekly, live supervision with clinical and faculty supervisors throughout the course. (Three hours)

Prerequisites: CPY 5100, CPY5200, CPY5250, CPY5350, CPY6350

CPY5705, CPY5705-I Preparation for Clinical Courses

Students are introduced to Practicum, Internship, and Advanced Internship by learning about the key components of clinical field experience. Topics will include orientation to Practicum and Internship, requirements for clinical courses, recommendations for obtaining a site, and suggestions for taping and uploading client sessions. (Zero hours)

CPY5750, CPY5750-I Gender & Sexuality

This course considers biological, physiological, psychological, cultural, societal, and biblical considerations of gender and human sexuality including populations under-reported in research. Emphasis is placed on the development of understanding and appreciation for the role of gender and sexuality throughout the various phases of the life cycle, and on preparing to work with clients who bring concerns related to gender or sexuality. (Three hours)

Prerequisites: none

CPY6000, CPY6000-I Advanced Clinical Practices and Treatment

This course will examine the practice of counseling as it pertains to treatment and interventions. Evidenced based counseling strategies for the treatment of a variety of mental health issues will be reviewed. Attention will be paid to crisis, trauma, grief, anxiety and depression. Students will use their knowledge of etiology, nomenclature and diagnosis to solidify their application of interventions and treatments.

Prerequisites: CPY5250, CPY 5350, CPY 5100, CPY5200, CPY5700

CPY6200, CPY6200-I Ethical & Legal Issues

Students will acquire a broad knowledge base of the legal and ethical issues relevant to clinical mental health counseling practice. Instruction in critical thinking and ethical decision-making is a major component of this course. Students will draw from scripture, codes of ethics, and state and federal law to develop a high degree of personal and professional ethics to enhance clinical work (Three hours)

Prerequisites: none

CPY6250 Contemporary Issues & Trends in Counseling

This course explores contemporary topics relevant to the practice of clinical mental health counseling. Students study changing paradigms within the helping professions and discuss issues that impact client treatment. Students are introduced to current research and innovative counseling strategies that enhance treatment and promote client wellness. The course is designed to increase the student's knowledge base of counseling-related subjects and provide advanced skill training. Note: Online Class. Elective (One hour)

Prerequisites: none

CPY6350, CPY6350-I Group Counseling

This course will examine the dynamics, theories, ethics, leadership styles, types and purposes, methods and skills, development, and therapeutic factors of group counseling as applied in a multicultural society and as viewed from a Christian perspective. Students will be trained in applications of group counseling through group discussions and applied learning activities for the purpose of developing proficiency in group leadership skills. This course includes an experiential component intended to increase the student's understanding of the dynamics of group membership. (Three hours)

Prerequisites: CPY5250, CPY5350, CPY 5200

CPY6400, CPY6400-I Human Growth & Development

In this course, developmental models and theories will be examined and synthesized to understand the needs of individuals, families, and communities using neuro-biological, physiological, sociological, multicultural, cognitive, emotional, moral, and spiritual dimensions throughout the lifespan cycle. Students will examine the effects of resilience, and spirituality on human behavior and development related to disability, psychopathology, and during crises, disasters, or other situational factors. Students learn to link theory and theology to practice and demonstrate how a strong grasp of developmental principles can inform the practice and art of competent therapy. (Three hours)

Prerequisites: CPY5200

CPY6500, CPY6500-I Social & Cultural Issues

Cultural issues such as ethnic heritage, socioeconomic status, age, disability, and religion will be considered as germane to the therapeutic relationship and client conceptualization. Emphasis will be placed on understanding worldviews, cultural history, values, systems and structures, and other such factors as they impact effective diagnosis, assessment, and interventions used with culturally diverse clients. Understanding culturally specific

theories and advocacy will be introduced as part of a culturally competent clinician's developed skill set. Each of these concepts will be considered in light of a Biblical framework that foundationally understands God's view of all people groups. This course includes an experiential component intended to increase the student's multicultural awareness across diverse counseling settings. (Three hours)

Prerequisites: none

CPY6600, CPY6600-I 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

CPY6700, CPY6700-I 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

CPY6710, CPY6710-I 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)

Prerequisites: CPY6700

CPY6720 Advanced Internship Extension

This course is an extension of Advanced Internship. Enrollment in this course requires prior approval by the Department Chair. Elective (One hour)

Prerequisites: CPY6710

CPY6800, CPY6800-I Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is second of three gatekeeping processes that assess students for readiness to graduate from the CMHC program. The CPCE tests the student's proficiency in the following eight core curriculum areas: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development; Career Development, Counseling and Helping Relationships; Social and Cultural Foundations; Group Counseling and Group Work; Assessment and Testing, and Research and Program Evaluation. The CPCE is a "Pass/Fail" component of the CMHC degree. Registration requires prior approval from student's advisor. (Zero hours)

Prerequisites: CPY5100, CPY 5350, CPY 6350, CPY 5250, CPY 5690, CPY 6200, CPY 5200, CPY 5700, CPY 5592, CPY6400, CPY 6500, CPY 6600, CPY 5610

CPY6900-Portfolio Review

The Portfolio Review is the third of three gatekeeping processes that assess students for readiness to graduate from the CMHC program. The Portfolio Review is comprised of both written and oral components that include academic assignments and a presentation of a professional case conceptualization for a client with whom they have worked during the Advanced Internship Course. The Portfolio Review is a "Pass/Fail" component of the CMHC degree. (Zero hours)

hours)

Prerequisite: CPY6700, CPY6710

FACULTY and PROGRAM STAFF

FULL TIME FACULTY

Edgington, Thomas J., PhD, HSPP, LMHC

Dean, School of Behavioral Science

Professor of Behavioral Science

B.A. in Psychology, Grace College;

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

Ph.D. in Counseling Psychology, Ball State University

Dr. Edgington joined the Grace College faculty in 1992. He is a licensed psychologist and mental health counselor, who has practiced in community health centers, church counseling centers, and private practice. He is involved in ongoing research and has interests in marriage counseling and counseling depression and anxiety.

Gilbert, Amy L., PhD, MA, LMHC

Chair, Department of Graduate Counseling (Residential and Online)

Assistant Professor of Counseling

B.A., Psychology and Sociology, Indiana University;

M.A., Counseling, Grace College;

Ph.D., Counselor Education and Supervision, Regent University

Dr. Gilbert has provided mental health counseling services to the Warsaw community and surrounding area for more than twelve years. She has counseled in numerous settings including a community mental health center, residential facilities, school systems, and a church counseling center. In addition, Dr. Gilbert has taught undergraduate and graduate-level courses for several years in multiple counselor education programs including the Department of Graduate Counseling at Grace College. She is currently engaged in research focused on counselor education issues. Her personal interests include spending time with her husband of 35 years, their children and grandchildren, and enjoying her passion for contemporary Christian music.

Pfeffer, Jenny, Ph.D., LMHC, ACS, NCC, RN

Associate Professor of Counseling – Online

B.S. in Nursing, Old Dominion University

M.A. in Community Counseling, Regent University

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

Dr. Pfeffer has been teaching for over 10 years, originally in a nursing program, and in online and face-to-face counseling programs for the past nine years. As a clinician, she has been providing mental health counseling services since 2002 across a variety of settings, including in-home, churches, private practice, college, and federal government agencies. Her professional interests include relationship issues of couples, parents, and stepfamilies; grief and loss; career counseling; counselor training and development, particularly online education and finding creative ways to teach in that environment; and counselor supervision and consultation. Dr. Pfeffer lives in Northeast Florida and enjoys spending time with her husband, children, and grandchildren at home or at the beach; traveling; hydroponic gardening; and cheferly.

Ladd, Rhonda Tatum, Ph.D., LPCR

Associate Professor of Counseling – Online

B.A. in Psychology and Religion, Carson-Newman University;
M.A. in Community Counseling, Regent University;
Ph.D. in Counselor Education and Supervision, Regent University

Dr. Ladd has been core online faculty with Grace since 2012. As a clinician, she directed a church-based counseling ministry where she was active in developing therapeutic parenting, marriage, and recovery groups, marriage enrichment classes and retreats, couples and individual counseling. Rhonda's professional duties have also included grant writing, supervision for counseling interns, and consultation for organizations in regards to team development, group dynamics, mental health issues, and program development and evaluation.

Brue, Jill, PhD, LPC (TX),

Online Coordinator

Assistant Professor of Counseling- - Online

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

Dr. Brue has been licensed as a professional counselor for 19 years. She has provided counseling services in a variety of settings, including university counseling centers, community mental health, veterans' services, and private practice. Dr. Brue has taught graduate counseling 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 as effective teaching strategies. She enjoys spending time with her five children, supporting them in their activities, as well as serving on area youth boards and volunteering and teaching in church activities.

PART TIME FACULTY

Dailey, Frances, PhD

Part Time Faculty - Online

B.A. in Psychology from Indiana University;
M. A. in Counseling from Regent University;
Ph.D. in Counselor Education and Supervision from Regent University.

Dr. Dailey has taught with several high education institutes as a counselor educator for master-level students. She has 16 years' experience counseling families, couples, and individuals with a wide spectrum of mental health, substance use, relationship, and career challenges. She is a consultant and Research Director to a national mental health and juvenile justice consulting firm. In this capacity she provides mental health counseling, psychological and psychosexual evaluations for human services and juvenile justice, criminal justice programs with clients for several residential treatment and community-based programs, and oversees both quantitative and qualitative research projects throughout the country. Her written work has focused on juvenile sex offending, adolescent and mental health, trauma related issues, forensic and cultural needs of persons involved with the juvenile justice and mental health systems, as means of distributing findings of her research.

Graham, Andrew J., PhD, LMHC, NCC, BCPCC

Part Time Faculty - Online

B.A., Ministerial Studies with Minor in Counseling, Hobe Sound Bible College
M.A., Professional Counseling, Asbury Theological Seminary

Ph.D., Professional Counseling, Liberty University

Dr. Graham is a Licensed Mental Health Counselor (FL), National Certified Counselor, and a Board-Certified Professional Christian Counselor with counseling experience both in church-based private practice and community mental health centers. In addition to his clinical work, Dr. Graham has been involved in residential and online education at both the undergraduate and graduate levels. He has a passion for teaching skills for helping those in behavioral or emotional distress. He and his wife have 7 children and reside near Palm Beach, Florida.

Musser, Deb PsyD, LMHC

Part Time Faculty – Residential

B.A., Elementary Education, Grace College

M.A., Counseling, Grace College

Psy.D. Clinical Psychology, Adler School of Professional Psychology

Dr. Musser has been at Grace College since 1994 filling roles in both Student Affairs and as a faculty member. Dr. Musser has experience with a wide variety of populations and settings including but not limited to: children in an elementary school setting; college students; adolescents in a juvenile detention center; grief groups; and community mental health. She has assessment experience working with and evaluating adolescents, as well as completing parenting evaluations. Dr. Musser has had particular experience in the areas of women's issues, depression, transitions/life changes, trauma, anger management, parenting and group work. Dr. Musser has taught at both the undergraduate and graduate levels.

O’Gieblyn, Angie, PhD, LPC-MHSP

Part Time Faculty– Online/Residential

B.S. Religious Studies, Ball State University;

M.A. Interpersonal Relations, Grace College

Ph.D. Clinical Counseling Teaching Specialization, Trevecca Nazarene University

Dr.. O’Gieblyn is an innovative clinician, scholar and educator who has a passion for helping others become all of who God created them to be. Before becoming a clinician, she worked in college ministry and in holistic health as a massage therapist. As a clinician, she has worked in college counseling and in a group private practice where she encountered a variety of clinical issues. Her private practice experience also allows her a unique picture of the business and entrepreneurial side of the counseling field. Her clinical specialties include family of origin work, attachment, stress management, wellness, transitions, and personal growth. Her academic specialties include self-efficacy, wellness, person of the therapist issues, spirituality, and counselor development. Her personal interests include spending time with her husband and son, as well as enjoying a good football game or race and delicious meal.

Pace, Ronnie “RP”, PhD, MA, LPCC, LMFT, LPC

B.A., Gen. Studies of Counseling, Louisiana Tech University;

M.A., Counseling, Louisiana Tech University;

MMFT, Marriage and Family Therapy Studies, University of Phoenix, ABQ, NM

Ph.D., Counselor Education and Supervision, Walden University

Dr. Pace comes to us from the Manzano Mountains of New Mexico. For almost 30 years he has provided professional clinical mental health counseling, supervision, and consulting services throughout New Mexico,

Louisiana, S. Carolina, Florida, Texas, and Colorado. He is a military consultant, most recently acting as the Director of Psychological Health for the Air Force National Guard. Dr. Pace specializes in crisis and trauma, marital and family therapy, and the treatment of addictions. He has a passion for mentoring and educating counseling students believing that they need to develop a stronger identity of who they are as counselors. In addition, Dr. Pace has taught undergraduate and graduate-level courses for several years. He is currently engaged in research focused on counselor education issues. His personal interests include spending time with his family and learning to live “off the grid” on his small ranch. He loves contemporary gospel music, plays guitar, piano, and the trombone and enjoys singing backup for famous artists.

Park, Jennifer, PhD, NCC

Part Time Faculty – Online

B.A. in Biology, University of Pennsylvania;
M.S. Ed. in Elementary Education, University of Pennsylvania;
M.A. in Counseling, BTS-Graduate School of Counseling;
Ph.D. in Counselor Education and Supervision, Regent University.

Dr. Park taught mathematics and guidance classes in secondary institutions for a decade. She has also been an adjunct instructor at the graduate and postgraduate level. Additionally, she was in private practice within a church setting and has supervised practicum interns. She is currently a counselor at Messiah College in central PA. Her professional interests include spiritual integration in counseling, multiculturalism, group work, supervision, high-conflict divorce, emotional abuse, and trauma. She has traveled to various countries on short term mission trips having taught and served as a consultant. Personal interests include walking, reading, and piano.

Wooley, Lisa M., Psy.D. HSPP

Assistant Professor of Behavioral Science

Part Time Faculty – Residential

B.A. in Psychology, University of Michigan,
M.S. Clinical Psychology, Baylor University;
Psy.D., Baylor University

Dr. Lisa Wooley is currently on the faculty at Grace College as an assistant professor of behavioral science. She received her master’s degree and doctorate in clinical psychology from Baylor University. She has worked for the Bowen Center for the past 15 years in the capacity of a psychologist, county director or training director of the pre-doctoral training program. She has previously worked at Moore Child Guidance Center, Bethesda Sexual Abuse Treatment Center, Midwest Child and Adolescent Inpatient Facility and the Waco VA. She has training in parent child interactional therapy, with specialization in depression, play therapy, adult, child and adolescent therapy, sexual abuse, anxiety and attachment disorders. Her primary research interests include play therapy, attachment issues and trauma. She has been married to her husband Larry for 20 years and they have 3 children. Her personal interests include reading, photography, pottery and swimming.

STAFF

Lambert, Aaron, MSED, LMFT

Clinical Coordinator

B.S. Counseling Psychology - Grace College;
M.S.Ed Counselor Education - Marriage and Family Therapy - Indiana University-Purdue University Fort Wayne

Aaron Lambert worked with the Otis R. Bowen Center for Human Services for 6 years in several roles including Child/Adolescent Services Provider, Behavioral Health Services Provider - Geriatric, and Level II Services Provider conducting intake screenings for admission to long term care facilities through the State of Indiana. In 2008, Aaron began teaching Psychology courses for Ivy Tech Community College and worked full time in an Administrative role for Parkview Health Systems. In the process of obtaining state licensing for Marriage and Family Therapy during 2013, he transitioned into a clinical position for Parkview, conducting emergency intake evaluations for admission to Parkview Behavioral Health. At the same time, Aaron began serving part time for Grace College in the role of Residential Clinical Coordinator. In June, 2014, Aaron joined Hambright and Associates as a therapist partner and accepted the position of Clinical Coordinator for Residential and Online learning in the Graduate Department of Counseling here at Grace.

Boyer, Monica

DOGC Administrative Assistant

Monica Boyer is a wife and mother of four children. She attended Bethel College in 1994 and has owned and operated a business for 15 years. In addition to her current role as DOGC Administrative Assistant, Monica is the founder and president of the Indiana Voice for the Family.

APPENDIX A: Acknowledgements & Waivers Form



Acknowledgements & Waivers Form

Students are required to read, sign, and submit this form each year

The Department of Graduate Counseling (DOGC) Catalog and Student Handbook is provided to inform students and applicants of the policies and procedures of the institution, department, and program in which they are enrolled. The policies and procedures outlined in this catalog are subject to change and students are held to the requirements and expectations of the current DOGC catalog.

DOGC Student Acknowledgements

By my signature below, I, _____, acknowledge that:
(Student Name – Please Print)

- I have a thorough understanding of the information contained in the DOGC Catalog

DOGC Student Waivers

By my signature below, I, _____ acknowledge that:
(Student Name – Please Print)

- Graduating from the DOGC Clinical Mental Health Counseling program does not guarantee my ability to be licensed as a Licensed Mental Health Counselor (LMHC), Licensed Professional Counselor (LPC) or the equivalent.
- Graduating from the DOGC Clinical Mental Health Counseling program does not guarantee that I have met the specific educational or clinical requirements for becoming a licensed counselor in my state or country of residence.

I am aware that I can discuss the information contained in the DOGC Catalog directly with my academic advisor or the DOGC Chair. I agree to abide by all institutional and program policies, procedures, and guidelines outlined in this catalog. I understand that these documents may be modified from time to time and I am held to the requirements and expectations of the current DOGC catalog. I acknowledge that it is my responsibility to review the current catalog each year in order to remain current with its contents. I further understand that this Acknowledgment Form will be placed in my student file.

Student Signature

Date

APPENDIX B: Memorandum Agreement



Memorandum Agreement

Students are required to read, sign, and submit this form each year

The program faculty in the Department of Graduate Counseling at Grace College believes that the interpersonal awareness and growth of counseling students is a demonstration of Christian integrity and a prime requisite for proficiency as a counselor. Therefore in addition to academic performance, faculty evaluate all counseling students to determine competence in interpersonal skills, self-awareness, and professional behavior as outlined in the Department of Graduate Counseling Catalog and Student Handbook section entitled DOGC Retention Criteria. If faculty perceive that personal issues may be impacting a student's ability to demonstrate these successfully, faculty are ethically required to evaluate and recommend a remedial course of action. Typically, that recommendation involves professional counseling for the student with a non-DOGC- affiliated mental health provider. If personal issues are not resolved, the faculty of the Department of Graduate Counseling, through the Student Professional Development Committee process, in conjunction with the Dean of the School of Behavioral Sciences will review the appropriateness of the student's continuance in the counseling program.

The above is in compliance with the ACA Ethical Guidelines (2014), Sections F.8.c., F.8.d., F.9.a., and F.9.b., pp. 14 – 15.

I have read and understood the above statements.

Student Signature: _____ Date: _____

School of Business



Jeffrey K. Fawcett, D.B.A.
Dean

We believe that God has created each one of us with a life purpose. This purpose or call on one's life is a summons or internal drive to perform a certain function or enter a career. Our passion in the Grace College School of Business is to create an environment in which each student is encouraged and challenged to find the calling of God in his or her life and to foster entrepreneurial creativity as they reflect the creator God. This approach to business education is compelling as it incorporates calling, purpose, and mission as the student comes to more fully understand his or her own skills, abilities, personality tendencies, values, dreams and passions. We believe that people serving together can make a more substantial difference than individuals who are serving others alone. This cooperative impact is the purpose of the modern corporation. Serving others is important, but serving God is the driving force behind what we teach our students and the manner in which that occurs. Our focus is on bringing glory to God in all that we do which includes our service to others through our vocations.

The Grace business program emphasizes biblical integration, practical application, and breadth of preparation. This balanced approach provides preparation for entry into a variety of business occupations as well as a foundation for graduate study. Business courses, along with the liberal arts requirements, provide substantive undergraduate coverage of the functions of the business firm, an understanding of the environment of business and human behavior, and an opportunity to develop one's personal Christian commitment and ethical sensitivity. Several opportunities to exercise entrepreneurial abilities are provided from the Freshman Business Plan Challenge to the Entrepreneurship and Service Practicum in the sophomore year where students design, organize and run an actual business on campus. During the students' upper class year, they can participate in the ultimate Business Plan Competition which could result in financial support to create the business from the winning team's plan.

All business departmental majors include 42 credit hours of Common Professional Components providing a broad foundation on which to pursue a particular major of choice. The School of Business offers majors in Accounting, Agribusiness, Business Education, Digital Marketing, Entrepreneurial Management, Finance, General Business, Management, International Business, Management of Information Systems, Marketing, Sport Business, Facility & Event Management, and Sport Marketing. Minors are available in Accounting, Digital Marketing, Entrepreneurship, Finance, General Business, Information Systems, Management, International Business, Marketing, and Sport Management. Other majors supported by Business Department courses: Actuarial Science, Web Design & Development, Exercise Science, Sport Psychology and Sport Media.

Statement of Purpose

Creating an experiential learning environment that inspires students to embrace biblically based ethical character, develop professional competence, and demonstrate active service where they live and work.

This statement of purpose summarizes the department's philosophy in carrying out the school's mission and educational values. This should be evident through high academic standards, an emphasis on practical workplace experiences, and the application of Scripture to all aspects of life including business.

Memberships and Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) is pleased to announce that Grace College is a candidate for ACBSP accreditation of programs offered through the School of Business. “We are delighted to have Grace College as a candidate for ACBSP accreditation,” said Dr. Steve Parscale, Chief Accreditation Officer for ACBSP. “The fact that Grace College is pursuing ACBSP accreditation shows their commitment to providing the highest quality business education for their students,” he said.



Established in 1988, ACBSP is the only organization offering specialized business accreditation for all degree levels, from associate to baccalaureate to doctoral degree programs. ACBSP accreditation certifies that the teaching and learning processes within the business programs offered at Grace College School of Business meet the rigorous educational standards established by ACBSP.

Through our relationship with the William P. Gordon Institute for Enterprise Development, the School of Business recognizes its commitment to serve our community and allows students to gain practical experience through working with local organizations. The Business Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE), and department faculty are actively involved in the Christian Business Faculty Association whose mission is “To assist and encourage Christian business faculty in the study, integration, teaching and application of Biblical truths in service to the academy, students and the business community.”

The School of Business is now a member of Sigma Beta Delta which is an International Honor Society for Business, Management and Administration. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management and administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to human kind.

Professional Career Development

The professional career development program (Career Institute) is designed to prepare students in the Grace College School of Business for internship opportunities and eventually the world of work. Career Institute will take students through seasons of reflection, creation, preparation and finally connecting with the business community. Students will receive one Applied Learning credit upon completion of this course. Career Institute should be taken during the second year for all business majors.

Introduction

The **Department of Business** offers undergraduate majors and minors in the following areas:

MAJORS

Accounting
Agribusiness
General Business
Business Education
Entrepreneurial Management
Facility & Event Management
Finance
International Business
Digital Marketing
Marketing
Management
Management of Information Systems
Information Systems

MINORS

Accounting
Digital Marketing
General Business
Information Systems
International Business
Marketing
Finance
Entrepreneurship
Management

The **Department of Sport Management** offers undergraduate majors and a minor in the following areas:

MAJORS

Sport Business
Sport Management
Sport Marketing

MINORS

Sport Management

The following majors have some Sport Management components in them but are housed in other departments on campus:

Exercise Science – School of Arts & Sciences – Math/Science Dept.

Sport Ministry – School of Ministry Studies

Additionally, Grace College offers online and hybrid degree programs at the undergraduate and graduate levels through the School of Adult and Community Education, which are described in each program's individual catalog section. Offerings relevant to the business field include:

B.S. in Management (GOAL, which is also offered on-ground)

Master of Business Administration

Business Department



Faculty

Jeffrey K. Fawcett, D.B.A., Dean

Richard Koontz, D.B.A., Chair

Roger Bingham, D.M.

Erica Elliott, MBA

Alan E. Grossnickle, D.B.A.

Kenneth McEwan, MBA

Roger Stichter, D.B.A. CPA

Part-time Instructors:

Emily Elrod, CPA, MST

William Gordon, M.S.

Kyle May, MBA

Matt Metzger, M.B.A.

Benaiah Miles, MBA

Heidi Miller, M.S.M.

Patti Taylor, J.D.

Rodney Wilson, MBA

DEPARTMENTAL MAJORS

BACHELOR OF SCIENCE or BACHELOR OF ARTS

The requirement for departmental majors is 63 semester hours, including 42 hours of Common Professional Components consisting of the following courses.

COMMON PROFESSIONAL COMPONENTS:

- ACC2110 Financial Accounting
- ACC2120 Managerial Accounting
- BUS1010 Foundations of Business (1 APL)
- BUS2230 Economics
- BUS2430 Principles of Management
- PRO2840 Career Institute I (1 APL)
- BUS3050 Business Spreadsheet Applications (1 APL)
- BUS3130 Business Law I
- BUS3400 Organizational Behavior
- BUS3480 Operations & Production Management
- BUS4220 Biblical Basis of Business
- BUS4800 Senior Seminar in Management (1 APL)
- BUS3570 Fundamentals of International Business
- FIN3240 Corporate Finance
- MKT2150 Marketing Principles

In addition to the Common Professional Components, the degree candidate must choose one of the following majors to complete the degree program. The General Business major allows for customized selection of the final 21 credit hours for students with special situations or preparation in mind.

ACCOUNTING:

- ACC3110 Intermediate Accounting I
- ACC3120 Intermediate Accounting II
- ACC3210 Cost Accounting
- ACC3390 Federal Income Tax (1 APL)
- ACC4110 Advanced Accounting I
- ACC4310 Auditing
- One of the following:*
 - ACC3250 Computerized Accounting Systems
 - ACC3270 Financial Planning
 - ACC4300 Advanced Tax

AGRIBUSINESS (Bachelor of Science Only):

- AGB1000 Introduction to Agriculture & Farm Management
- AGB2000 Agriculture Economics
- AGB3000 Financing the Farm
- AGB3200 Ag & Commodity Marketing
- AGB3500 Sustaining the Family Business
- AGB4700 Agriculture Seminar
- AGB2900 Farm Internship I (2 APL)
- AGB2910 Farm Internship II (3 APL)
- AGB2920 Farm Internship III (2 APL)

[Associates of Applied Science in AGRIBUSINESS – see page 5]

DIGITAL MARKETING:

ISM2700 HTML and Web Development
MKT2500 Digital/Internet Marketing
MKT2600 Online Advertising & Email Marketing
MKT3000 Social Community & Content Marketing
MKT3270 Consumer Behavior
MKT4150 Marketing Research
MKT4200 Advanced Digital Marketing

ENTREPRENEURIAL MANAGEMENT:

BUS2750 Entrepreneurship & Service Practicum (3 APL)
BUS3260 Small Business Entrepreneurship
BUS3600 Business Plan Competition Practicum
BUS3610 Business Plan Competition Lab (3 APL)
BUS4240 Human Resources Management
BUS3510 Innovation & Design for Business
FIN3550 Entrepreneurial Finance
MKT4190 Sales & Sales Management

FACILITY AND EVENT MANAGEMENT:

MKT 3430 Advertising and Promotion
MKT 4030 Services Marketing
MKT 4190 Sales and Sales Management
COM 2700 Public Relations Principles
SMT 2050 Risk Management
SMT 2320 Facility Management
SMT 3060 Event Management
SMT3080 Event Management Lab (1 APL)
Applied Learning
BUS4730 Practicum in Business (3 APL)
BUS4930 Internship in Business (3 APL)

FINANCE:

FIN 3270 Financial Planning
FIN3170 Money and Banking
FIN4280 Investments
FIN4530 International Finance & Economics
FIN4610 Advanced Financial Topics
Two of the following:
ACC 3110 Intermediate Accounting I
ACC 3210 Cost Accounting
FIN 3350 Entrepreneurial Finance
MGT 3400 Quantitative Decision Making
MAT 3200 Probability & Statistics

GENERAL BUSINESS:

Twenty-one hours of electives within the School of Business.
(any ACC, BUS, FIN, ISM, MKT, or SMT classes)

INTERNATIONAL BUSINESS (Bachelor of Arts Only):

FIN3170 Money and Banking
FIN4530 International Finance & Economics

ICS3110 Intercultural Communication
ICS3210 Applied Cultural Anthropology
MKT4300 International Marketing
One of the following:
STA- Study Abroad (6 APL)
BUS- International Internship (6 APL)

MANAGEMENT:

MGT 2650 Leadership & Motivation
BUS 2750 Entrepreneurship & Service Practicum (3 APL)
BUS 4240 Human Resources Management
MGT 3400 Quantitative Decision Making
MKT4100 Product Management

Two of the following:

BUS 3260 Small Business Entrepreneurship
BUS 3510 Innovation & Design for Business
MKT 4190 Sales/Sales Management
COM 2700 -Public Relations Principles
ICS 3110 Intercultural Communications

MANAGEMENT OF INFORMATION SYSTEMS:

ISM1150 Introduction to Computer Science
ISM2150 Object-Oriented Computer Programming
ISM2700 HTML and Web Development
ISM3400 Database
ISM3470 Business Information Systems

Two of the following:

ISM2200 Introduction to Networking
ISM3500 Data Structures
ISM4110 Client-side Programming
ISM4120 Server-side Programming

MARKETING

MKT 3270 Consumer Behavior
MKT 4150 Marketing Research
MKT 4170 Advanced Marketing
Four of the following:
MKT 2500 Digital/International Marketing
MKT 3550 Nonprofit Marketing
MKT 3430 Advertising and Promotion
MKT 4030 Services Marketing
MKT 4100 Product Management
MKT 4190 Sales and Sales Management
MKT 4300 International Marketing

SPORT BUSINESS:

SMT 1100 Introduction to Sport Management
SMT 2050 Risk Management
SMT 3610 Sport Marketing
SMT2320 Facility Management
SMT3060 Event Management
SMT3080 Event Management Lab (1 APL)

- Sport Marketing
- Sport Ministry
- Sport Psychology
- Web Design & Development
- School of Business
 - Sport Management Dept.
- School of Ministry Studies
- School of Behavioral Sciences
- School of Arts & Sciences
 - Art Dept.

ASSOCIATES OF APPLIED SCIENCE in AGRIBUSINESS

60 credits comprise the AAS degree in Agribusiness which is a 15-month program. All the courses needed to complete this degree are listed below:

AGRIBUSINESS COURSES (17 credits)

AGB1000 Introduction to Agriculture & Farm Management
AGB2000 Agricultural Economics
AGB3000 Financing the Farming Operation
AGB3500 Sustaining the Family Business
AGB2910 Farm Internship II (3 APL)
AGB2920 Farm Internship III (2 APL)

BUSINESS COURSES (15 credits)

ACC2110 Financial Accounting
ACC2120 Managerial Accounting
MKT2150 Marketing Principles
BUS3050 Business Spreadsheet Applications (1 APL)
BUS4220 Biblical Basis of Business

SCIENCE COURSES (4 credits)

ENV2110 General Ecology
ENV2120 General Ecology Lab (2 APL)

GRACE CORE (18 credits)

BIB1050 Exploring the Bible
BIB2010 Scripture and Interpretation
ECN3000 Consumer Economics
ENG1100 Effective Writing
One of the following:
COM1100 Public Speaking
COM2130 Interpersonal Communication
ENV3410 Environmental Ethics
MAT3200 Probability and Statistics
BIO1010 Biological Survey
BIO1020 Biological Survey Lab (1 APL)

BUSINESS MINORS

ACCOUNTING MINOR

The requirement for the minor in Accounting is 21 hours in accounting including:

ACC2110 Financial Accounting
ACC2120 Managerial Accounting
ACC3110 Intermediate Accounting I
ACC3120 Intermediate Accounting II

ACC3210 Cost Accounting
ACC3250 Computerized Accounting Systems
ACC 3390 Federal Income Tax (1 APL)

DIGITAL MARKETING

The requirement for the minor in Digital Marketing is 21 hours in digital marketing including:

ISM2700 HTML & Web Development
MKT2150 Marketing Principles
MKT2500 Digital/Internet Marketing
MKT2600 Online Advertising & Email Marketing
MKT3000 Social Community & Content Marketing
MKT3270 Consumer Behavior
MKT4200 Advanced Digital Marketing

ENTREPRENEURSHIP MINOR

The requirement for the minor in Entrepreneurship is 18 hours including:

BUS2750 Entrepreneurship & Service Practicum (3APL)
BUS3260 Small Business Entrepreneurship
BUS3510 Innovation & Design for Business
FIN3350 Entrepreneurial Finance
BUS4240 Human Resources Management

One of the following:

ACC2110 Financial Accounting
MKT2150 Principles of Marketing

FINANCE MINOR

The requirement for the minor in Finance is 21 hours including:

ACC3210 Cost Accounting
BUS3050 Business Spreadsheet Application (1 APL)
FIN3240 Corporate Finance
FIN4280 Investments
FIN4610 Advanced Financial Topics & Math

One of the following:

FIN3170 Money & Banking
FIN4530 International Finance and Economics

One of the following:

FIN3270 Financial Planning
FIN 3350 Entrepreneurial Finance

GENERAL BUSINESS MINOR

The requirement for the minor in General Business is 21 hours including:

ACC2110 Financial Accounting
BUS1010 Foundations of Business (1 APL)
BUS2230 Economics
BUS4220 Biblical Basis of Business
MKT2150 Marketing Principles

Two of the following:

ACC2120 Managerial Accounting
BUS2430 Principles of Management
BUS3050 Business Spreadsheet Applications (1 APL)
BUS3130 Business Law I

INFORMATION SYSTEMS MINOR

The requirement for the minor in Information Systems is 21 hours including:

ISM1150 Introduction to Computer Science
ISM2150 Object-Oriented Computer Programming
ISM2700 HTML & Web Development
ISM3400 Database

Three of the following:

ISM2200 Introduction to Networking
ISM3470 Business Information Systems
ISM3500 Data Structures
ISM4110 Client-side Programming
ISM4120 Server-side Programming

INTERNATIONAL BUSINESS MINOR

The requirement for the minor in International Business is 21 hours including:

BUS3570 Fundamentals of International Business
FIN3170 Money & Banking
FIN4530 International Finance and Economics
ICS3110 Intercultural Communication
ICS3210 Applied Cultural Anthropology

Choose one of the following:

STA- Study Abroad (6 APL)
BUS- International Internship (6 APL)

MANAGEMENT MINOR

The requirement for the minor in Management is 21 hours including:

BUS 2430 Principles of Management
BUS 2750 Entrepreneurship & Service Practicum (3 APL)
BUS 3400 Organizational Behavior
BUS 4240 Human Resources Management
MGT 2650 Leadership & Motivation
MGT 3400 Quantitative Decision Making

One of the following:

BUS 3260 Small Business Entrepreneurship
BUS 3480 Operations & Production Management
BUS 3510 Innovation & Design for Business

MARKETING MINOR

The requirement for the minor in Marketing is 21 hours including

MKT 2150 Marketing Principles
MKT3270 Consumer Behavior
MKT 4150 Marketing Research
MKT 4170 Advanced Marketing

Choose three of the following:

MKT 3430 Advertising and Promotion
MKT 3550 Nonprofit Marketing
MKT 4030 Services Marketing
MKT 4100 Product Management
MKT 4190 Sales and Sales Management
MKT 4300 International Marketing

COURSE DESCRIPTIONS

ACCOUNTING

ACC 2110 Financial Accounting

Develops an understanding and application of basic financial accounting principles. Emphasis on building and using basic financial statements and a manager's use of accounting data. This course and ACC2120 together serve as the first year of accounting. Three hours.

ACC 2120 Managerial Accounting

The study of the managerial aspects of accounting and finance. Includes an in-depth study of the statement of cash flows, analysis of financial statements, product cost management, and cash budgeting. Prerequisite: ACC2110. Three hours.

ACC 3110–3120 Intermediate Accounting I and II

Integrates accounting theories and concepts in the preparation and analysis of financial statements with emphasis on corporate accounting. During the two semesters, students encounter a detailed study of the balance sheet. Prerequisites: ACC2110. Three hours each.

ACC 3210 Cost Accounting

Emphasis on job order cost, process cost, and standard cost systems as well as the use of cost data in decision making. Prerequisites: ACC2110 and ACC2120. Three hours.

ACC 3250 Computerized Accounting Systems

This course is a practical study and use of technology to record and present accounting data. Prerequisite: ACC2110. Three hours.

ACC 3270 Financial Planning (cross listed with FIN 3270)

To acquaint the student with the principles and concepts of basic financial planning and personal finance, with both theoretical and personal application and a view towards the Certified Financial Planner Exam. Prerequisite: FIN3240. Three hours.

ACC 3390 Federal Income Tax

This course provides an overview of the structure of the federal income tax including the tax treatment of individuals, business entities and investments. Based on this overview, tax compliance, tax planning and the role of taxes in decision making are examined. Prerequisite: ACC2120. Three hours. (One Applied Learning Credit)

ACC 4110 Advanced Accounting I

Emphasis on governmental and not-for-profit accounting, business combinations, partnerships, estates and trusts, and international accounting concepts. Prerequisite: ACC3120. Three hours.

ACC 4300 Advanced Tax

In this class, more advanced individual income tax issues are explored. Corporate and partnership tax issues are also explored as students increase their knowledge or overall tax theory. Prerequisite: ACC3390. Three hours.

ACC 4310 Auditing

Emphasis on the principles underlying the verification of financial statements by independent public accountants and the auditor's report. Prerequisites: ACC3110 and ACC3120. Three hours.

ACC 4910–4940 Accounting Internship

Open to qualified junior and senior accounting majors who are placed with cooperating firms to receive training in this

discipline. Periodic reports and evaluations are submitted by the firm and the student. Prerequisite: relevant course work and approval by department chair. One to four hours. (One to four hours Applied Learning Credit)

ACC 4946 Accounting Internship

Open to qualified junior and senior accounting majors who are placed with cooperating firms to receive training in this discipline. Periodic reports and evaluations are submitted by the firm and the student. Prerequisite: relevant course work and approval by department chair/dean. Six hours. (Six Applied Learning Credits)

ACC 4990 Accounting Internship

Open to qualified junior and senior accounting majors who are placed with cooperating firms to receive training in this discipline. Periodic reports and evaluations are submitted by the firm and the student. Prerequisite: relevant course work and approval by department chair. Nine hours. (Nine Applied Learning Credits)

AGRIBUSINESS

AGB 1000 Introduction to Agribusiness & Farm Management

This course is designed to introduce the student to the world of agriculture related business and the fundamentals of farm management. A series of speakers and field trips to a variety of agriculturally related business will provide real time introduction to the field. Three hours.

AGB 2000 Agricultural Economics

This course will serve as an overview of the economic theory related to the optimization of food and fiber production. This topic deals with far more than just crop yield including the discussion of food policy, agriculture policy and environmental policy. Prerequisite: AGB 1000. Three hours.

AGB 2900 Farm Internship I

This internship will start in Spring Session B at the beginning of planting phase and carry through the initial stages of the agricultural cycle. Special topics to be covered during the internship will be technology related to the preparation and planting of crops or specialized technology related to the particular operation emphasized by the internship site. Two hours. (Two hours of Applied Learning Credit)

AGB 2910 Farm Internship II

This internship will start and run during the 12-week summer session and carry through the maintenance phase of the agricultural cycle. Special topics to be covered during the internship will be technologies involved in the growth phase. Three hours. (Three hours of Applied Learning Credit)

AGB 2920 Farm Internship III

This internship will begin at the end of the growing phase and carry through the end of the harvesting phase of the agricultural cycle. Special topics to be covered during the internship will be related to the technology used to harvest the crops or specialized technology related to the particular operation emphasized by the internship site. Two hours. (Two hours of Applied Learning Credit)

AGB 3000 Financing the Farm Operation

This course provides an overview of the financial aspects of running a farming operation. Topics to be covered will include; land and equipment acquisition, leasing arrangements, hedging and working in commodity markets, and working with financial partners. Prerequisites: ACC 2110 and ACC 2120. Three hours.

AGB 3200 Ag & Commodity Marketing

The commodity marketing course will take an in depth look at the marketing of soft commodities rather than manufactured products in primary economic markets. Prerequisites: AGB 1000 and MKT 2150. Three hours.

AGB 3500 Sustaining the Family Business

This course will cover topics related to the legal side of running a farm including: leasing, contracts, policy issues and succession planning. The course will also touch on working with family and the dynamic that extra dimension brings to the environment. Prerequisite: AGB 1000. Three hours.

AGB 4700 Agricultural Seminar

This is the capstone course for the program. Students will be tasked with producing a senior project tackling a major agricultural problem for the farm or organization with whom they interned with. Prerequisite: Senior status. Four hours.

BUSINESS ADMINISTRATION

BUS 1010 Foundations of Business

Fundamentals of Business provide an overview and understanding of the current issues and challenges facing today's businesses, both small and large. The design of the course is to enable the class participants to improve their understanding of the basic concepts of business. The class is a broad survey of fundamental business concepts, such as management, marketing, human resources, accounting, and financial management and policy. General principles of business ethics and business law are also discussed. Students will reflect on all disciplines within the School of Business and be able to more readily decide a potential career path. This course introduces students to the business world, while it lays the foundation for their meaningful participation in more advanced classes. Three hours. (One hour of Applied Learning Credit)

BUS 2230 Economics

The role of Christians in the marketplace is discussed with consideration of economic reasoning and methodology through examination of fundamental concepts in micro- and macroeconomics and through extension and applications of economic theory. Examination of the general functioning of a price system using fundamentals of supply and demand is evaluated. Exploration of the variety of market forms, theory of factor incomes and the effects of government intervention to promote efficiency and equity occurs. Three hours.

BUS 2430 Principles of Management

Surveys the four major managerial functions: planning, organizing, leading and controlling. Within a biblical framework examines developments from scientific management to ethics, diversity, social responsibility and globalization. Three hours.

BUS 2750 Entrepreneurship & Service Practicum

Students will apply concepts learned in common professional component courses to start and run a business. A business plan will be written, a loan obtained and products commercialized within the semester. Each student company will also serve a local nonprofit organization with their time, talent and company profits. Pre/Corequisites: BUS 2430, ACC 2110, ACC 2120, MKT 2150 and permission by the instructor. Three hours. (Three hours of Applied Learning Credit)

BUS 3050 Business Spreadsheet Applications

Students advance their skill and confidence in using the workbook, database and output capabilities of Microsoft Excel. Focus is on understanding the advanced features of Excel and key issues of design and advanced output capabilities of spreadsheet programs. Prerequisites: ACC2110, BUS2430 OR ISM2150. Three hours. (One Applied Learning Credit)

BUS 3130 Business Law I

Basic legal principles which control modern business transactions. Deals with such topics as contracts, agencies, employment, negotiable instruments, property, sales, and business relations with government. Three hours.

BUS 3260 Small Business Entrepreneurship

Small business planning applying the fundamentals of planning, organizing, leading, and controlling to the specific requirements of small business marketing, finance, production, and personnel. Practical application and case study is emphasized. Three hours.

BUS 3400 Organizational Behavior

This course deals with human behavior in organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to course topics which include: motivation, learning and development, group dynamics, leadership, communication, power and influence, change, diversity, organizational design, and culture. Class sessions and assignments are intended to help participants acquire skills and analytic concepts to improve organizational relationships and effectiveness. The course also examines selected personnel functions in an organization including job analysis, recruitment, and hiring, training, performance appraisal, and compensation. Three hours.

BUS 3480 Operations & Production Management

The course studies the theory and practice of managing the production environment including plant layout and best practices in production. Prerequisite: BUS2430. Three hours.

BUS 3510 Innovation and Design for Business

An introduction into the invention, design, and prototype processes leading to the launch of a new product. This includes the importance of new ideas and innovation within the organization with a focus on Entrepreneurship, and a discussion of the strategies necessary for challenging innovative concepts and driving creativity throughout an organization. Prerequisite: Students must have completed a minimum of 60 hours of college credit. Three hours

BUS 3570 Fundamentals of International Business

An awareness of the global business environment is essential. This survey course introduces various facets of international business, its application to the domestic concern, and national economy. Areas reviewed include the role and impact of multi-national corporations, cross cultural factors, and global strategies. Prerequisite: BUS2430, MKT2150. Three hours.

BUS 3600 Business Plan Competition Practicum

Develop the skill sets required to create a professionally viable business plan and participate in the Business Plan Competition. These components include the Executive Summary, Company Description, Target Market, Competitive Analysis, Marketing and Sales Plan, Operations Plan, Management Team and Financials. Three hours.

BUS 3610 Business Plan Competition Lab

Receive mentoring from advisors, faculty and Service Core of Retired Executives (SCORE) in a lab setting. This includes placing the components of a business plan into a narrative and presentation format for the Business Plan Competition held in the Spring semester each school year. 0 hours. (Three hours of Applied Learning Credit)

BUS 3630 Methods of Teaching Business

A presentation of the principles and techniques used in teaching business courses. Includes the study of various learning theories as well as various curriculum materials available. Will involve field experiences. Three hours.

BUS 3670 Special Topics in Business

This course in the School of Business offers experimental courses and instructional opportunities before putting them into the permanent system. Occasionally, instruction in cutting edge business topics by outside experts will also be offered. Permission by the Faculty of Record. One to three hours.

BUS 4220 Biblical Basis of Business

This course examines the biblical treatment of relevant topics in business and economics. This examination provides a foundation for developing a framework for understanding business from a biblical perspective and for acting consistent with that understanding. Prerequisite: Senior status or permission. Three hours.

BUS 4240 Human Resource Management

An examination of the personnel functions in the business organization, particularly job analysis, recruitment and hiring, training, performance appraisal, compensation, the psychological forces motivating workers, discipline, and morale within a heightened awareness of legislative and regulatory oversight. Prerequisite: BUS2430. Three hours.

BUS 4570 Topics in International Business

This course is intended to integrate the field experiences and presentations by guest faculty in the areas of international business with the current developments and literature. Students will be expected to prepare analytical reports on the various firms and institutions visited in the program. Major topics included in reading and discussion in this course are the role of the multinational firm in the world economy, international business strategy, organizational behavior and international investment and financial management. Offered in conjunction with International Business Institute. See department chair. Prerequisite: completion of junior year. Three hours.

BUS 4710–4730 Practicum in Business

A course designed to give selected business majors practical experience in a variety of organizational settings. Involvement will vary according to the nature of the practicum, type of business consulted and the number of hours approved by the practicum committee. Prerequisite: Approval by Dean. One to three hours. (One to three Applied Learning Credits)

BUS 4760 Practicum in Business II

A course designed for the second three-hour experience for selected business majors. Involvement will vary according to the nature of the practicum, type of business consulted and the number of hours approved by the practicum committee. Prerequisite: Approval by Dean. Three hours. (Three Applied Learning Credits)

BUS 4780 Practicum in Entrepreneurship

A course designed to give selected business majors practical experience in a variety of entrepreneurial settings. Involvement will vary according to the nature of the practicum, type of business consulted and the number of hours approved by the practicum committee. Prerequisite: Approval by Dean. Three hours. (Three Applied Learning Credits)

BUS 4800 Senior Seminar in Management

Students make management decisions on finance, production, and marketing for companies in a competitive market, giving consideration to economic forecast, relative position of company, and company objectives. The student should have taken most of the major course requirements before enrolling in this course. Prerequisite: Senior status or permission. Three hours. (One Applied Learning Credit)

BUS 4910–4940 Business Internship I

Open to qualified junior and senior business majors who are employed by cooperating firms to receive training in

business. Periodic reports and evaluations are submitted by the firm and the students. Prerequisite: Approval by department chair. Prerequisite: Approval by Dean. One to four hours. (One to four Applied Learning Credits)

BUS 4950–4960 Business Internship II

Open to qualified junior and senior business majors who are employed by cooperating firms to receive training in business. Periodic reports and evaluations are submitted by the firm and the students. Prerequisite: Approval by Dean. Five or six hours. (Five or six Applied Learning Credits)

FINANCE

FIN 3170 Money and Banking

The study of the principles of money, banking, and credit with emphasis on monetary theory and policy and their role in domestic and international economics. Prerequisites: FIN3240. Three hours.

FIN 3240 Corporate Finance

This foundational course explores corporate financial topics such as financial statement analysis, net present value, corporate valuation, the stock market, the bond market, financial governance and the role of the CFO in managing a business. This course provides a practical approach to the discipline. Prerequisite: ACC2120. Three hours.

FIN 3270 Financial Planning (cross listed with ACC 3270)

To acquaint the student with the principles and concepts of basic financial planning and personal finance, with both theoretical and personal application and a view toward the Certified Financial Planner exam. Prerequisites: FIN3240. Three hours.

FIN 3350 Entrepreneurial Finance

This course focuses on funding and managing entrepreneurial ventures through the various stages of business growth. The course will develop skills related to the creation and understanding of business models and the types of organizations and the various ways these organizations can be financed. Students will learn: 1) the value of pro forma financial planning and what if analysis; and 2) the various ways to fund and manage a growing firm with a particular emphasis on deal structure and risk/reward scenarios for different investor types. The class will utilize cases based on real world companies from various industries to cover topics in investment analysis, financing the entrepreneurial firm, and financially managing the growing business. Prerequisite: FIN3240. Three hours.

FIN 4280 Investments

This course acquaints the student with the principles and concepts of investment portfolios and risk management. The student will learn about stocks, bonds, options and futures and the associated risks and potential returns of these investment alternatives. The student will learn about the importance of diversification and the level of risk taking according to their own particular level of risk preference. Prerequisite: FIN3240. Three hours.

FIN 4530 International Finance & Economics

The course explores international finance in business, including strategy and motivation for direct foreign investment, international banking operations, lending and investment criteria, governmental programs to encourage exports, trade restrictions, foreign currency markets and exchange controls. The course also covers why and how countries trade with each other. Topics include comparative advantage, tariff's quotas and other trade restrictions, NAFTA, the European Union, and the relation between trade and economic growth. Special problems of multinational firms are discussed. Prerequisite: FIN3240. Three hours.

FIN 4610 Advanced Financial Topics & Math

This course is designed to provide a practical application of corporate finance and mathematic skills to a variety of analyses commonly performed by CFO's, investment bankers, actuaries, and corporate financial analysts. Students

will gather source data, and build and apply models typically used in practice. This course also investigates the use of financial instruments and strategies to achieve a sustainable competitive advantage and create value. The course explores the relationships amongst corporate strategy, corporate finance, and financial innovation. Prerequisite: FIN3240 and 6 hours in other FIN courses. Three hours.

FIN 4930 Internship in Finance

Open to qualified junior & senior finance majors who are placed with cooperating firms to receive training in this discipline. Periodic reports and evaluations are submitted by the student. Prerequisite: relevant course work & approval by the Dean. Three hours. (Three Applied Learning Credits)

INFORMATION SYSTEMS

CSI 1151 Introduction to Computer Science

This course exposes students to essential computer science topics including algorithms and introductory programming concepts including sequence, decision, and assignment and iteration. This course assumes to prior knowledge. (BS Core elective – cross listed with ISM 1150) -Three hours.

ISM 1150 Introduction to Computer Science

This course exposes students to essential computer science topics including algorithms and introductory programming concepts including sequence, decision, and assignment and iteration. This course assumes to prior knowledge. Three hours.

ISM 2150 Object-Oriented Computer Programming

This course builds on the concepts learned in ISM1150. Students will use an object-oriented programming language to build programs that solve given problems. Prerequisite: ISM1150. Three hours.

ISM 2200 Introduction to Networking

This course is designed to introduce the student to the rapidly changing networking and data communications arena. Topics covered include the OSI model, LAN and WAN hardware and software, networked operating systems, protocols, design, and implementation. Prerequisite: ISM1150. Three hours.

ISM 2700 HTML and Web Development

This course will focus on the creation, modification and implementation of Web pages using HTML and CSS. Coverage will also include some JavaScript and the Document Object Model. At successful completion of the course, the student will be able to design, build, and implement Web sites. Three hours.

ISM3400 Database

A study of database design and implementation with an emphasis on SQL and relational design. Prerequisite: ACC2110 OR ISM2150. Three hours.

ISM 3470 Business Information Systems

This course focuses on the management of information systems within an organizational setting. During the course, students will experience the systems development life cycle as they create an information system. The course utilizes both object oriented and traditional methods for creating business models. Prerequisite: ISM2150, ISM3400. Three hours.

ISM 3500 Data Structures

A discussion of fundamental data structures and algorithms for implementing them. Includes coverage of stacks, queues, lists and trees along with algorithms for implementing these structures as a problem solution. Prerequisites: ISM2150, ISM3400. Three hours.

ISM 3710 Special Topics in Information Systems

Given the dynamic nature of the Information System discipline, this course will allow us to offer instruction in cutting edge information system topics. This course also allows the School of Business to offer experimental courses and instructional opportunities before putting them into the permanent system. Permission by the Faculty of Record. One hour.

ISM 3720 Special Topics in Information Systems

Given the dynamic nature of the Information System discipline, this course will allow us to offer instruction in cutting edge information system topics. This course also allows the School of Business to offer experimental courses and instructional opportunities before putting them into the permanent system. Permission by the Faculty of Record. Two hours.

ISM 3730 Special Topics in Information Systems

Given the dynamic nature of the Information System discipline, this course will allow us to offer instruction in cutting edge information system topics. This course also allows the School of Business to offer experimental courses and instructional opportunities before putting them into the permanent system. Permission by the Faculty of Record. Three hours.

ISM 3760 Special Topics in Information Systems

Given the dynamic nature of the Information System discipline, this course will allow us to offer instruction in cutting edge information system topics. This course also allows the School of Business to offer experimental courses and instructional opportunities before putting them into the permanent system. Permission by the Faculty of Record. Six hours.

ISM 3910 - 3930 Independent Study in Information Systems

A directed study within a specific Information Systems or Computing topic. Prerequisite: Approval by department chair. One to three hours.

ISM 4110 Client-side Programming

Students will synthesize topics from a number of previous courses while focusing on the creation and implementation of browser-based client side applications. The focus of the course will be manipulation of the document object model using a client-side scripting language. Prerequisites: ISM2150, ISM2700 and ISM3400. Three hours.

ISM 4120 Server-side Programming

Students will synthesize topics from a number of previous courses to create and implement data-enabled web applications using server-side scripting languages. Prerequisites: ISM2150, ISM2700 and ISM3400. Three hours.

ISM 4930 Internship in Information Systems

Open to qualified junior and senior information systems majors and minors who are employed by cooperating firms to receive training in the organizational use of information systems. Periodic reports and evaluations are submitted by the firm and the student. Prerequisite: Approval by Dean. Three hours.

MANAGEMENT

MGT 2650 Leadership & Motivation

Students in this course will study theories of motivation, leadership and management. The course will present current and recent trends in leadership and motivation, and provide discussion as to the viability of these theories in the workplace as well as how well these concepts integrate with a Biblical World View. Three hours.

MGT 3400 Quantitative Decision Making

This course focuses on using data and statistical tools to make business decisions. Students will be introduced to existing statistical tools which are commonly used within the business environment, and then they will be given opportunities to complete business case studies based on provided statistical tools and data. Three hours.

MARKETING

MKT 2150 Marketing Principles

This course provides a decision-oriented overview of marketing management in modern organizations. The objectives of the course are to provide a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision making. Three hours.

MKT 2500 Digital/Internet Marketing

This course will give students a foundation for understanding the importance of digital marketing in today's business environment. Students will gain a basic understanding of how organizations can drive revenue and ROI through the user experience, attract customers through multiple digital channels, build smart websites and mobile experiences, and produce rich media for marketing and advertising. The course will cover the fundamentals of online, content marketing, and mobile marketing, SEO, content management systems (CMS), social media and analytics. Three hours.

MKT 2600 Online Advertising & Email Marketing

Students learn about today's online marketing techniques, how to develop a successful online campaign across all digital channels, and ways to measure the success of the campaign. Emphasis is placed on social, search, mobile, display, email, and relevant analytical tools and metrics. Prerequisite: MKT2500. Three hours.

MKT3000 Social Community & content Marketing

This course evaluates how content can be used as a differential advantage and as a way to create lasting relationships with customers. The goal of this course is to show how to develop, implement, and measure a successful content marketing strategy across multiple digital channels to attract, engage and retain a profitable market. Prerequisite: MKT2500. Three hours.

MKT 3270 Consumer Behavior

This course introduces the student to the psychological, sociological, cultural and economic determinants of consumer behavior. The course is structured around a framework of cognitive, behavioral and environmental issues surrounding consumer choice and the creation of marketing strategies to influence those choices. A Biblical framework for ethical use of these theories is explored throughout the course. Prerequisite: MKT 2150. Three hours.

MKT 3430 Advertising and Promotion

This course examines the approach to developing advertising/promotion strategy; the theory and practices of advertising and promotion; the use of advertising as a creative process; evaluation of the effectiveness of advertising; and the role of advertising and promotion in our society. Emphasis is placed on the relationship advertising has within the overall marketing programs, as well as promotion mix, decision tools, and ethical consideration. Prerequisite: MKT2150. Three hours.

MKT 3550 Nonprofit Marketing

This course examines the ways in which marketing for a not for profit organization differs from marketing with a profit motive. Development of the knowledge, skills and attitudes necessary to market NPO's is emphasized. Application of course material is made to a wide range of NPO's. Prerequisite: MKT 2150 or permission of the Instructor of non-majors. Three hours.

MKT 4030 Services Marketing

Devoted to supplying “how-to” marketing tools for the expanding service sector of the economy, this course bridges a gap between theory and application by simply and clearly presenting marketing methodologies that can assist you in marketing your service. It is built around core guiding principles including market orientation, characteristics of services, value concept. Special emphasis will be on intangibility, inseparability, variability, and perishability. Prerequisite: MKT2150. Three hours.

MKT 4100 Product Management

This course explores the practical skills required for product management using the Medical Device Industry as its primary example. Special attention will be given to the product cycle and development cycle to insure learners are competent to lead a product development team. Learners will be required to specify market requirements, develop differentiated product positioning, and understand sales tools and collateral. Prerequisite: MKT2150. Three hours.

MKT 4150 Marketing Research

This course is an introductory study of the practical considerations of selecting research methodology and techniques used in marketing research. Emphasis is placed on the terminology, concepts, procedures, statistical techniques, and ethics involved in collecting, analyzing, and interpreting marketing data. The course also emphasizes the study of the format and content of marketing research reports that address the concerns of decision makers. Prerequisite: MKT2150. Three hours.

MKT 4170 Advanced Marketing

A case method course using real world marketing dilemmas as a means to learn how to apply marketing principles into a workable solution. The course also focuses on the fundamental concepts of strategy, its creation, execution and evaluation, plus learning the technical and relationship skills to manage the process. Prerequisite: Senior status or permission. Three hours.

MKT 4190 Sales/Sales Management

A course for the student who plans to work in the sales function of a business organization. Emphasis is placed on exploring techniques, issues and ethics pertinent to sales analysis, territory alignment, presentations, and analysis. Prerequisite: MKT2150. Three hours.

MKT 4200 Advanced Digital Marketing

A case method course using real world marketing dilemmas as a means to learn how to apply digital marketing principles into a workable solution. The course also focuses on preparing the student for the American marketing Association PCM®, digital marketing Certification, Prerequisite: Senior status or permission. Three Hours.

MKT 4300 International Marketing

The International Marketing course is designed to demonstrate how businesses can expand their marketing efforts globally while acting regionally (glocalization). The course examines the factors businesses must understand when expanding into other countries, and the important considerations necessary to successfully implement a global marketing strategy (GMS0). It is built around how general marketing principles, such as the 4P's, are utilized by companies to effectively market globally. Prerequisite: MKT2150. Three hours.

Sports Management Department



Faculty

Darrell Johnson, Ed.D, Chair

Part Time Instructors

Chad Briscoe, M.A.

Scott Moore, MA

The popularity of sports around the world creates a wide variety of career options and ministry opportunities in sport management. A career in sport management can be very rewarding for those who love sports and are motivated to help others enjoy them.

The need for well-trained managers in sport organizations and businesses, athletic programs, community and private fitness clubs, ministry outreach, sport medicine, and sport media is vital. This major takes an applied learning approach to prepare students for the wide range of career options in sport management. Practical course related experiences, volunteer opportunities, and internships are emphasized to prepare the future professional for the ever-changing aspects of a career in sport management.

DEPARTMENTAL MAJORS

BACHELOR OF SCIENCE or BACHELOR OF ARTS

The requirements for departmental majors is 63 semester hours.

SPORT MANAGEMENT

The requirement for the B.S. and B.A. degrees in Sport Management include:

- SMT1100 Introduction to Sport Management
- SMT2050 Risk Management
- SMT2320 Facility Management
- SMT3060 Event Management
- SMT3080 Event Management Lab (1 APL)
- SMT3550 Sport in American Society
- SMT 3610 Sport Marketing
- SMT 4000 Sport Media
- SMT4200 Sport Governance (1 APL)
- BIB2650 Sport Ministry

Business Courses:

- BUS1010 Foundations of Business (1 APL)
- BUS2430 Principles of Management
- PRO2840 Career Institute I (1 APL)
- BUS3130 Business Law I
- BUS3400 Organization Behavior
- MGT2650 Leadership & Motivation

Applied Learning:

- SMT1140 Sport Management Practicum I (3 APL)
- SMT2090 Sport Management Practicum II (3 APL)
- SMT4930 Sport Management Internship (3 APL)

SPORT MARKETING

The requirement for the B.S and B.A. degrees in Sport Marketing include:

- MKT 2150 Marketing Principles
- MKT 3270 Consumer Behavior
- MKT 4150 Marketing Research
- MKT 4170 Advanced Marketing

Three of the following:

- MKT 3550 Nonprofit Marketing
- MKT 3430 Advertising and Promotion
- MKT 4030 Services Marketing
- MKT 4100 Product Management

MKT 4190 Sales and Sales Management

Sport Management Courses:

SMT 1100 Introduction to Sport Management
SMT 2050 Risk Management
SMT 2320 Facility Management
BIB 2650 Sport Ministry
SMT3060 Event Management
SMT3080 Event Management Lab (1 APL)
SMT 3550 Sport in American Society
SMT 3610 Sport Marketing
SMT 4000 Sport Media
SMT 4200 Sport Governance (1 APL)

Business Courses:

BUS1010 Foundations of Business (1 APL)
BUS2430 Principles of Management
PRO 2840 Career Institute (1 APL)
BUS 3130 Business Law I
Plus two elective courses from ACC, BUS, FIN, ISM, or MKT

Applied Learning:

SMT1140 Sport Management Practicum I (3 APL)
SMT2090 Sport Management Practicum II (3 APL)
SMT4930 Sport Management Internship (3 APL)

*Please Note: The following majors have some Sport Management components in them but are housed in other departments on campus:

Exercise Science – School of Arts & Sciences – Math/Science Dept.

Facility & Event Management – School of Business – Business Department

Sport Business – School of Business – Business Department

Sport Psychology – School of Behavioral Sciences

Sport Ministry – School of Ministry Studies

SPORT MANAGEMENT MINOR

The requirement for the minor in Sport Management is 21 hours including

SMT 1100 Introduction to Sport Management
SMT2050 Risk Management
SMT3550 Sport in American Society
SMT 3610 Sport Marketing
SMT 4200 Sport Governance (1 APL)

One of the following:

SMT 2320 Facility Management
SMT3060 & 3080 Event Management & Lab (1 APL)

Plus one elective course from Sport Management (any SMT course)

COURSE DESCRIPTIONS

SMT 1100 Introduction to Sport Management

An introductory course to the Sport Management major. The course focuses on curriculum selection, applied learning experiences, and career options. A study of the history of sport is also a central part of the class. Three hours.

SMT1140 Practicum in Sport Management I

Practical experience in areas related to Sport Management businesses and settings. Three hours. (Three Applied Learning Credits)

SMT2050 Risk Management in Sports

The nature of today's litigious society makes it imperative that the sport management student be familiar with the special issues of law related to sport. Topics include tort law, risk management, contract law, the legal system, and facility supervision. Special emphasis will be given to current legal issues and application of risk management principles. Three hours.

SMT2090 Practicum in Sport Management II

Practical experience in areas related to Sport Management businesses and settings. Prerequisite: SMT2050. Three hours. (Three Applied Learning Credits)

SMT2320 Facility Management

In this course the student will study the entire scope of facility management including facility planning, construction, budgeting, facility operations, and facility supervision. Prerequisite: SMT2050. Three hours.

SMT3060 Event Management

This course is a practical approach to event management. Event planning, sponsorship, budgeting, management, and evaluation will be emphasized. Events require a great deal of expertise and planning. Society demands that events be run professionally and efficiently. Prerequisites: SMT 2050. Three hours.

SMT 3080 Event Management Lab

This course is the lab for SMT 3060. The students will conduct the event planned in SMT 3060. Prerequisite: SMT 3060. 0 hours. (One Applied Learning Credit)

SMT3550 Sport in American Society

An investigation of the impact sport has on the American way of life. Emphasizes the social institution of sport as it relates to other institutions and the impact sport has on the general public. Three hours.

SMT3610 Sport Marketing

This course will explore the areas of finance, fund-raising, and marketing related to sport organizations. The emphasis of this course will be on marketing related to facilities, programs, and sport organizations. Three hours.

SMT4000 Sport Media

A study of the emergence and significance of sport in the media. The student will gain expertise in the areas of sport journalism and sport communications. Three hours.

SMT4200 Sport Governance

A capstone course for the sport management major. This course deals with issues relevant to the governance of sport, fitness and health. Various sport governance organizations and structures will be analyzed. Three hours. (One Applied Learning Credit)

SMT4810–4830 Research in Sport Management

Open to individuals completing a sport management major. Prerequisite: permission of the department. One to three hours.

SMT 4930 Internship in Sport Management

The internship includes activity in a work site situation giving the student a hands-on opportunity to apply the principles learned in class in a real-world setting. Permission of the department. Three hours. (Three Applied Learning Credits)

School of Education

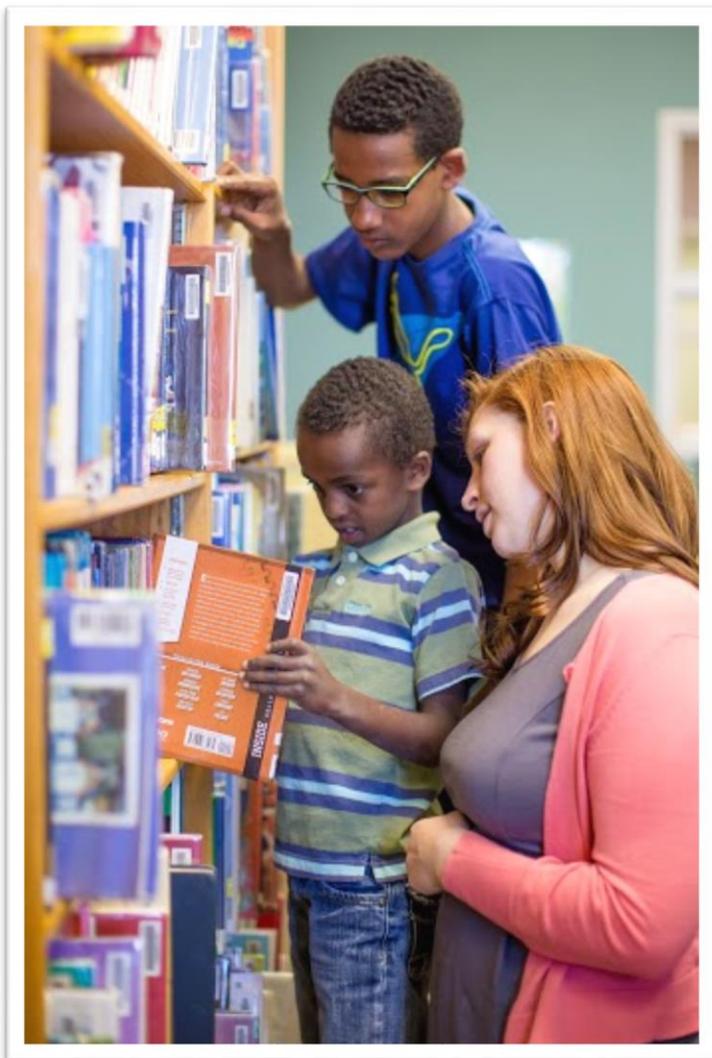


Laurinda A. Owen, Ph.D.
Dean

INTRODUCTION

The School of Education offers undergraduate elementary (grades K-6), secondary (grades 5-12), and all-grade (grades P-12) degree programs in addition to a dual licensure program in elementary education and special education.

Teacher Education and Special Education Departments



Faculty

Laurinda A. Owen, Ph.D., Dean

Cheryl L. Bremer, Ed.D.

Rachael L. Hoffert, Ed.D.

Jeffrey W. Peck, Ph.D.

Lorinda Kline, M.S.

MISSION AND GOAL

The mission of the school is “Preparing teachers of character who are competent in the profession and have a heart of service for others.” The foundation of the mission is based on Micah 6:8, which states, “He has shown you . . . what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.” We apply this in these ways: Character—walk humbly; Competence—act justly; and Service—love mercy. Education students graduate as productive and redemptive educators in the world. They are prepared to transfer that value system and worldview to the citizens of tomorrow. The students are systematically exposed to a biblically grounded, philosophically and educationally consistent set of liberal arts values that are institutionally endorsed.

The primary objective of the School of Education is the development of prospective teachers who possess dispositions, knowledge, and skills to be effective in a career in the field of education. The School of Education has the specific charge to students to provide guidance in recognizing their aptitudes and deficiencies in the areas of communication skills, pedagogy, understanding of the learning process, and human growth and development with respect to effective teaching.

Guidance in the educational components of planning, instruction, classroom management, and professionalism permeate the curriculum. Graduating educators of character who are competent in their content and have a heart for service to others is the desire of the school.

Having completed a teaching major at Grace College, the education graduate will be able to meet the 10 INTASC standards:

1. The moral practitioner understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The moral practitioner uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The moral practitioner works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The moral practitioner understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The moral practitioner understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The moral practitioner understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. The moral practitioner plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The moral practitioner understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The moral practitioner engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The moral practitioner seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The School of Education has the overall responsibility for all of the teacher education programs of Grace College, regardless of the specific teaching field. All teacher education programs are under the guidance of the Dean of the School of Education. The Teacher Education Committee is composed of faculty members who are directly involved in teacher preparation for the Elementary Education, Teaching All Learners, and Secondary Education majors.

PROGRAMS IN THE SCHOOL OF EDUCATION

Elementary Education

The focus of the Elementary Education Program is to prepare candidates in the dispositions, knowledge, and skills needed to be effective in the K-6 classroom. Graduates of the program will be teachers of character who are competent in the profession and have a heart for service. The program includes a balance of foundational content and methods courses focused on current, research-based practices and procedures. Course content is designed to provide guided training in the educational components of planning, instruction, classroom management, and professionalism.

In addition to campus-based coursework, candidates also receive 100+ hours of field experience work in local K-6 classrooms. Faculty members teaching in the program include professors highly skilled and trained in the area of elementary education as well as practicing teachers and building administrators. This combination provides for the perfect blend of theory and applied practice.

Teaching All Learners (TAL—dual program in Elementary Education and Special Education)

The Teaching All Learners major is a dual licensure in elementary education and mild intervention that meets the state of Indiana's exceptional needs licensure requirements to teach students needing mild interventions including those with learning disabilities, emotional and behavioral disorders, mild cognitive disabilities, autism, and ADHD at the elementary level (Grades K-6). Our Special Education program is dedicated to equipping candidates in the dispositions, knowledge, and skills needed to be effective in the inclusive classroom. Graduates of the program will be teachers of character who are competent in the profession and have a heart for service.

The program includes a balance of content and methods courses focused on current, research-based practices and methodology. In addition to campus-based coursework, candidates receive more than 100 hours of field experience in local K-6 classrooms.

ACCREDITATION

The School of Education at Grace College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. The school is approved by the Association of Christian Schools International (ACSI). All education programs requiring recognition have received national recognition from their professional association.

TEACHING LICENSES

Since all of the teacher education programs have been approved by the Indiana Department of Education, graduates of these programs who have been approved by the Teacher Education Committee and who have met the state regulations are eligible to receive the standard instructional license from the State of Indiana. The teacher education program is also approved by the Association of Christian Schools International, making ACSI Certification available to graduates.

The Indiana Department of Education may adopt changes in legislation that impact curriculum for colleges and universities with programs in teacher education. While specific courses may be changed in name, description and hours, a student's overall requirements will be similar to those stated in this catalog. Therefore, Grace College reserves the right to change the required curriculum for all Elementary, All Grade, Dual Licensure, and Secondary Education majors during a student's course of study in order to meet the requirements for licensure in the state of Indiana.

APPLIED LEARNING

All 12 hours of applied learning are built into the program through the Cross Cultural Field Experience, the Biological Science Survey Lab (for Elementary Education and TAL majors), and Student Teaching.

EDUCATION PLACEMENT

Graduating seniors in teacher education and alumni seeking positions in both Christian and public schools have an on-campus service to assist them in obtaining such positions through the Center for Career Connections. Files of both position openings and qualified candidates are maintained for use by employers and by those seeking positions.

Professional Education Semester

Each student enrolled in a program leading to a teaching license must plan to include a professional semester during his/her senior year (typically the spring semester). The majority of that semester involves the student in full-time, supervised student teaching in an approved public and/or private school. Some majors also have the opportunity to participate in an alternative student teaching placement for the five to seven weeks following a successful local student teaching placement. These alternative settings may be in an inner-city setting, in another country, or in another approved cross-cultural site. All candidates will be required to participate in a professional seminar (SED 4700 Moral Practitioner) during the professional semester.

ENTRANCE REQUIREMENTS

Students planning to pursue a program leading to licensure for teaching must declare the major both with the Registrar and in the School of Education Office. This should be done by the end of the first year. Failure to start the necessary sequence of courses early in the student's academic program may require the student to take extra work during the summer or delay graduation.

Requirements for entry into and continuance in teacher education are provided to the candidate when he/she declares and are available in the School of Education office. To attain candidacy status and therefore continue in the School of Education, students must meet a list of criteria. Students must achieve a grade of B- or better in SED 1000, a grade of C or better in all other SED courses, and maintain a GPA of 2.5 or higher. Students must **either** pass all sections of the state-approved basic skills test **or** earn a composite ACT score of 24 or higher **or** a combined SAT (reading and math) of 1100 or higher as reported by the IDOE. Candidacy applicants must also complete a Dispositions Assessment and a Candidacy Interview to continue in the School of Education. Students with an elementary teaching major are assigned an advisor from among the faculty of the School of Education. Students with a secondary or an all-grade teaching major are assigned an advisor from the faculty in their specific content area.

BACHELOR OF SCIENCE

Elementary Education

The course requirements are as follows:

Required Grace Core courses;

Natural Science electives;

SCI 1140 Physical Science Survey

MAT 1110 Math for Elementary Teachers

Plus the following:

SED 2210 Responsive and Differentiated Instruction for All Learners

SED 3310 Literacy I (Foundations of Reading)

SED 3320 Literacy II (Literature and Writing)

SED 3330 Literacy III (Diagnosis and Correction)

SED 3800 Classroom Assessment and Environment
SED 4210 Methods of Teaching Mathematics
SED 4230 Methods of Teaching Science, Health, and Physical Education
SED 4240 Methods of Teaching Social Studies and Fine Arts
SED 4310 Methods of Teaching Language Arts
SED 4900 Student Teaching and Senior Seminar
BIO 1010 & 1020 Biological Science Survey and Lab
HIS 2050 American Journeys
Content Concentration Courses in Language Arts, Math, Science, or Social Studies

Professional Education Courses:

SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

BACHELOR OF ARTS

Elementary Education

The course requirements are the same as the B.S. except the student is required to take 6 additional credits of language. A student who has had prior high school foreign language experience could have the language requirements reduced by testing for credit.

Elementary Education / Special Education Dual Licensure Program

The dual licensure major in elementary and special education meets the licensure requirements of the Indiana Department of Education to teach mild intervention (including learning disabilities, mild cognitive disabilities, emotional and behavioral disorders) in K-6 grade levels where special education services are offered. Graduates may also obtain employment in agencies and clinics responsible for the education of the handicapped.

The course requirements are as follows:

Required Grace Core courses;
Natural Science electives;
SCI 1140 Physical Science Survey
MAT 1110 Math for the Elementary Teacher

Plus the following:

SED 2210 Responsive and Differentiated Instruction for All Learners
SED 3310 Literacy I (Foundations of Reading)
SED 3320 Literacy II (Literature and Writing)
SED 3330 Literacy III (Diagnosis and Correction)
SED 3800 Classroom Assessment and Environment
SED 4210 Methods of Teaching Mathematics
SED 4230 Methods of Teaching Science, Health, and Physical Education
SED 4240 Methods of Teaching Social Studies and Fine Arts
SED 4310 Methods of Teaching Language Arts
SED 4900 Student Teaching and Senior Seminar
BSC 1000 & 1040 Biological Science Survey and Lab
HIS 2050 American Journeys
SED 2410 Policy and Practices in Special Education
SED 2420 Strategies for Mild Intervention
SED 2421 Strategies for Mild Intervention Practicum
SED 3410 Teaching Students with Emotional and Behavioral Problems

SED 3411 Teaching Students with Emotional and Behavioral Problems Practicum
SED 3420 Inclusion and Collaboration
SED 4420 Assessment, Evaluation & Remediation of Students with Exceptional Needs
SED 4430 Secondary Special Education Seminar (optional)
SED 4431 Secondary Special Education Practicum (optional)

Professional Education Courses:

SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

PEDAGOGY MINOR

For students who expect to work in non-licensed roles, a non-teaching pedagogy minor is available.

SECONDARY EDUCATION

The Secondary Education program offers licensure in Business, English, French, Life Science, Mathematics, Spanish, and Social Studies. Students must complete the Grace Core requirements, Professional Education requirements, and a primary area of emphasis. The Secondary Education majors are advised in the department of their primary areas of emphasis.

Professional Education Requirements

SED 1000 Teaching School in America
SED 2210 Responsive and Differentiated Instruction
SED 2200 The School Age Child
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3600 Teaching in the Middle and High School Setting
SED 46_0 Content Specific Secondary Methods Course
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

TRANSFER

In order to graduate from Grace College with a major in elementary or secondary education, a student must take all required methods courses and do student teaching for credit at Grace College.

Transfer students must also take The Moral Practitioner for credit at Grace College unless transferring the course from an ACSI-approved teacher education program of higher learning.

Transfer students must submit a completed form from the School of Education of their former institution indicating good standing in the School.

EDUCATION RESOURCE CENTER

Teacher Education students have access to an invaluable resource during their years at the college. The Education Resource Center (ERC), located in Mount Memorial Hall, houses a collection of textbooks, tests, children's and adolescent literature, and curriculum materials. The collection also includes manipulatives and instructional tools to aid in developmentally appropriate instruction. This resource is of particular value while taking methods courses and during student teaching.

COURSE DESCRIPTIONS

PROFESSIONAL EDUCATION COURSES

Students must earn a C or better in SED courses, unless otherwise noted.

SED 1000- Teaching School in America

An introduction to the profession of teaching. Learning experiences are structured both in and out of the classroom with the purpose of assisting the college student in making career decisions relative to the profession, e.g., to teach or not, at which level, and in which subject area. Students observe in local schools. Three hours. A grade of B- or better is required to reach candidacy status.

SED 2210- Responsive and Differentiated Instruction for All Learners

The purpose of this course is to develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles. Students will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, candidacy status. Three hours.

SED 2200- The School Age Child

A study of the learner at all grade levels and the many factors affecting learning, including but not limited to, theories of learning, environment, heredity, cultural impact, discipline, classroom management, exceptionalities, and development. The measurement of academic aptitude and achievement is also covered. Practical application is stressed. Subscription to Chalk & Wire is required. Prerequisite: SED 1000. Three hours.

SED 2400- Teaching Exceptional Learners

This course is designed to develop an understanding of children with disabilities, especially in an educational setting. It provides an introduction to the field of special education, but it is also helpful to the regular classroom teacher. Subscription to Chalk & Wire is required. Prerequisite: SED 1000. Three hours.

SED 2500- Teaching in a Pluralistic Society

This course develops understanding and skill for working with children and parents who come from diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender, age, religion, and ability. The focus is on increasing knowledge and respect for the diverse child in the classroom setting. Subscription to Chalk & Wire is required. Prerequisite: SED 1000. Three hours.

SED 2600- Teaching and Learning

Common elements are taught to both elementary and secondary majors with techniques specific to each covered. Students develop a repertoire of methods and strategies appropriate to their major and teaching level. Students will also survey strategies, techniques and skills for managing a classroom, as well as construct and analyze tests and evaluation tools for classroom teachers. Field experience is required. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, SED 2200. Three hours.

SED 4700- The Moral Practitioner

An examination of the historical and philosophical foundations of American education. Study is made of the relationships between one's philosophy of education and his/her interpretation and analysis of educational aims, problems, and activities. Philosophical systems are applied to classroom scenarios. Exposure to and experience with professional societies in education, community agencies and legal concerns will address INTASC and IDOE standards for the teacher's professional role. Subscription to Chalk & Wire is required. Prerequisite: All SED course work completed, additional school requirements met. Three hours.

PROFESSIONAL EDUCATION COURSE TOTAL: 18 credits

SECONDARY EDUCATION MAJORS (GRADES 5-12)

Students must earn a grade of C or better in SED courses, unless otherwise noted.

SED 2210- Responsive and Differentiated Instruction for All Learners

The purpose of this course is to develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles. Students will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, candidacy status. Three hours.

SED 3600- Teaching in the Middle and High School

This course is designed to give the student an introduction to middle school and high school theory and practice. Specific characteristics of the middle school and high school are studied with application where appropriate. Specific topics include curriculum development, lesson preparation, meeting individual differences, implementing instructional strategies, using aids and resources, classroom management, and evaluation techniques. Much of the course is dedicated to describing academic effectiveness and developmentally appropriate strategies. Field experience is required. Subscription to Chalk & Wire is required. Prerequisites: SED 1000, SED 2200, SED 2600, candidacy status. Three hours.

SED 4610- Methods of Teaching Business

This course is a presentation of the principles and techniques used in teaching business courses. Included is the study of various learning theories as well as various curriculum materials available. Field experience is involved. Subscription to Chalk & Wire is required. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4620- Methods of Teaching Secondary English

The course is a study of the philosophy, curriculum, and methods of teaching English on the secondary level, concentrating upon skills, knowledge, and dispositions which need to be possessed by the teacher and fostered among students. Tutorial and observational contact with the secondary school is an integral part of the course. Subscription to Chalk & Wire is required. Prerequisites: - SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4630- Methods of Teaching Foreign Language

This course is a study of curriculum and methods of teaching a foreign language on both the elementary and secondary level, with special emphasis on performance objectives and methodology with classroom practice. Subscription to Chalk & Wire is required. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4650- Methods of Teaching Secondary Mathematics

This course is designed to help prepare the future high school teacher for his or her career in the classroom. We investigate the standard high school math curriculum and study methods of teaching mathematical concepts to students at various levels within the curriculum. Subscription to Chalk & Wire is required. Prerequisites: -SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4660- Methods of Teaching Secondary Science

This course is a study of the curriculum and methods of teaching sciences on the secondary level. Subscription to Chalk & Wire is required. Prerequisites: -SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4670- Methods of Teaching Secondary Social Studies

This course is a study of practical methods and materials in the broad areas of social studies education. Students will learn many classroom techniques and thus create a repertoire of methods appropriate for the secondary levels of

education. Subscription to Chalk & Wire is required. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4900- Student Teaching and Seminar

Includes full-time teaching experience for an entire semester as well as a seminar for majors during the experience. This course deals with a variety of topics and issues especially germane to candidates who are about to enter the teaching profession. Each candidate enrolled in this course will be required to complete a Teacher Work Sample and earn a passing score of C or better. Prerequisites: All SED course work completed, additional school requirements met. Nine hours.

ELEMENTARY EDUCATION MAJORS (Grades K-6)

Students must earn a grade of C or better in SED courses, unless otherwise noted.

SED 2210- Responsive and Differentiated Instruction for All Learners

The purpose of this course is to develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles. Students will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, candidacy status. Three hours.

SED 3310- Literacy I (Foundations of Reading)

This course is designed to teach prospective elementary teachers to understand the foundations of reading development grounded in scientifically based reading research. Candidates will comprehend sound-symbol relationships of the English language that will lead to the attainment of independence in reading. The basics of phonemic blending, as well as the basics of decoding written words, are presented. Philosophies and strategies for teaching the skills of phonics are included. There is emphasis on development of literacy through language and listening, reading, and writing while integrating skills from the other curriculum content areas. Subscription to Chalk & Wire is required. Prerequisites: SED1000, candidacy status. Three hours.

SED 3320- Literacy II (Literature and Writing)

This course is a survey of literature for children from preschool through sixth grade, including a study of objective standards and evaluation. A wide reading of children's books, traditional and modern, and the development of an appreciation of prose and poetry suitable for children of different ages is expected. Writing techniques will also be addressed as candidates identify evidence-based practices used to create a literacy-rich classroom environment. Subscription to Chalk & Wire is required. Prerequisites: SED 1000, SED 3310, candidacy status. Three hours.

SED 3330- Literacy III (Diagnosis and Correction)

This course is a study of the various approaches to reading, methods of instruction, and foundations for reading in the content areas. Instruction in the use of reading tests and diagnostic procedures for remediation is included. Candidates will understand the components of effective differentiated reading instruction to meet the needs of all learners and recognize the components of and need for evidence-based intervention programs. Students participate in teaching and testing in the local schools. Subscription to Chalk & Wire is required. Prerequisites: SED1000, SED 3310, SED 3320, candidacy status. Three hours.

SED 3800- Classroom Assessment and Environment

This course presents best practices in classroom assessment, environment, and behavior management. Topics include relationship development, organization of the classroom learning environment, classroom procedure development, and approaches for managing individual and large group student behaviors. Various strategies to instruction and assessment will be explored. Candidates will develop and teach lessons utilizing formative and summative assessment tools. Candidates will understand how these assessments inform the teaching and learning process. Subscription to Chalk & Wire is required. Prerequisites: SED1000, candidacy status. Three hours.

SED 4210- Methods of Teaching Mathematics

This course involves an examination of the instructional process appropriate for elementary children in their learning of mathematics. Considerable time is spent with the actual content of the elementary curriculum. Methods that facilitate evidence-based instruction in mathematical concepts, skills, problem solving, and critical thinking are developed along with the content. Candidates will practice strategies and skills for effectively assessing students' mastery of concepts and skills using Response to Intervention procedures. Subscription to Chalk & Wire is required. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4230- Methods of Teaching Science, Health, and Physical Education

This course evaluates methods and materials needed for teaching science, health and physical education. A large emphasis will be placed on STEM and the learning theories, techniques, process skills, and laboratory work in the field of science. Students will observe and teach on the local STEM bus. Integration among health and physical education across the curriculum will be included. Course content is based on the Indiana Academic Standards and Core Standards. Individual and group units of study are prepared. Subscription to Chalk & Wire is required. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4240- Methods of Teaching Social Studies and Fine Arts

This course of study investigates various teaching techniques, learning theories, and curriculum materials necessary to teach social studies. Music, visual arts, dance, and drama will provide the base to create evidence-based methods of teaching and integrating of the arts within the elementary classroom. Course content is based on the Indiana Academic Standards, Core Standards, and Pearson Professional Tests. Individual and group units of study are prepared. Subscription to Chalk & Wire is required. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4310- Methods of Teaching Language Arts

This course involves a broad and comprehensive understanding of the fundamental concepts and processes of expressive and receptive language. The Indiana State and Core Standards are addressed as evidence-based instructional strategies in the areas of oral and written communication, listening, spelling, and handwriting are introduced. There is concentration on collecting ideas and materials. Students observe in local schools. Subscription to Chalk & Wire is required. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

CONTENT CONCENTRATION AREA (Required for Elementary Education)

12 hours of coursework in the concentration is required. The following courses are suggested. Others may be considered.

Option 1: Language Arts (see course descriptions under Language, Literature and Communication Department)

- LIT 3650 Young Adult Literature
- ENG 3170 Creative Writing & Workshop
- LIT 2200 American Literature I or LIT 2210 American Literature II
- Choose one of the following*
- COM 2020 Advanced Presentation Skills
- COM 2130 Interpersonal Communication

Option 2: Mathematics (see course descriptions under Mathematics Department)

- MAT 2100 Introductions to Proofs
- MAT 3200 Probability and Statistics
- MAT 3280 College Geometry
- Choose one of the following*
- MAT 1230/1240 Calculus I with Lab (1 APL)
- MAT 1120 College Algebra

Option 3: Science (see course descriptions under Science Department)

- SCI 2360 Astronomy
- SCI 2230 Physical Geography

ENV 2110/2120 General Ecology and Lab

CHM 1010/1020 Introduction to Chemistry and Lab

Option 4: Social Studies (see course descriptions under History Department)

HIS 1160 World History

POS 2200 Introduction to American Government

POS 3010 State and Local Government

GEO 1010 World Geography

SED 4900-Student Teaching and Seminar

Includes full-time teaching experience for an entire semester, as well as a seminar for majors during the experience. This course deals with a variety of topics and issues especially germane to candidates who are about to enter the teaching profession. Each candidate enrolled in this course will be required to complete a Teacher Work Sample and earn a passing score of C or better. Subscription to Chalk & Wire is required. Prerequisites: All SED course work completed, additional school requirements met. Nine hours.

ELEMENTARY & SPECIAL EDUCATION (DUAL LICENSURE PROGRAM)

Students must earn a grade of C or better in SED courses, unless otherwise noted.

SED 2410 Policy & Practices in Special Education

This course is an introductory study of historical, political, and socio-cultural influences in special education. Students will develop an understanding of the implications of special education policy for learners with exceptional needs. This course also includes an in-depth study of the etiology and characteristics of high-incidence disabilities, including learning disabilities, behavioral disorders, emotional disabilities, and mild cognitive disabilities. Also addressed are identification and eligibility considerations in special education. Practices covered include least restrictive environment, response to intervention, and the IEP process. Membership in CEC is required. Subscription to Chalk & Wire is required. Prerequisite: SED 1000 and SED 2400. Three hours.

SED 2420 Strategies for Mild Intervention

This course focuses on providing mild intervention to the K-6 student with learning and behavioral needs. This includes educational organization, curricular modifications, and research-based instructional strategies. Students learn to individualize instruction based on the individualized education plan. Students have the opportunity to apply course knowledge through applied learning experiences. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, SED 2400 and SED 2410. Three hours.

SED 2421 Strategies for Mild Intervention Practicum

Clinical practicum for SED 2420. Candidates apply knowledge in authentic experiences supervised by fully licensed teachers in mild intervention. Prerequisite: SED 1000, SED 2400 and SED 2410.

SED 3410 Teaching Students with Emotional and Behavioral Problems

This course deals with issues of definition, incidence, and prevalence of emotional and behavioral disabilities. Students will learn how to implement positive behavior supports and interventions to improve behaviors and socialization. Students apply knowledge through a behavior change project in an applied learning experience. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 3411 Teaching Students with Emotional and Behavioral Problems Practicum

Clinical practicum for SED 3410. Candidates apply knowledge by participating in residential and self-contained settings for students with emotional and behavioral disabilities. These experiences are supervised by fully licensed teachers. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status.

SED 3420 Inclusion & Collaboration

This course is a study of the integration of special education in the regular classroom setting. Service delivery models

for students with special needs are identified and explored. Importance is placed on collaborative procedures, special services and instructional modifications that regular and special education teachers use to meet the learning needs of special needs students in regular education classes. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 4420 Assessment, Evaluation & Remediation of Students with Exceptional Needs

This course is a study of the principles and practices of diagnostic procedures in special education. Formal and informal assessments, standardized tests, test administration, test interpretation and summary writing in the academic areas of reading, math, and written expression are examined. Utilizing assessment as a means for formulating educational goals and instructional objectives are explored. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

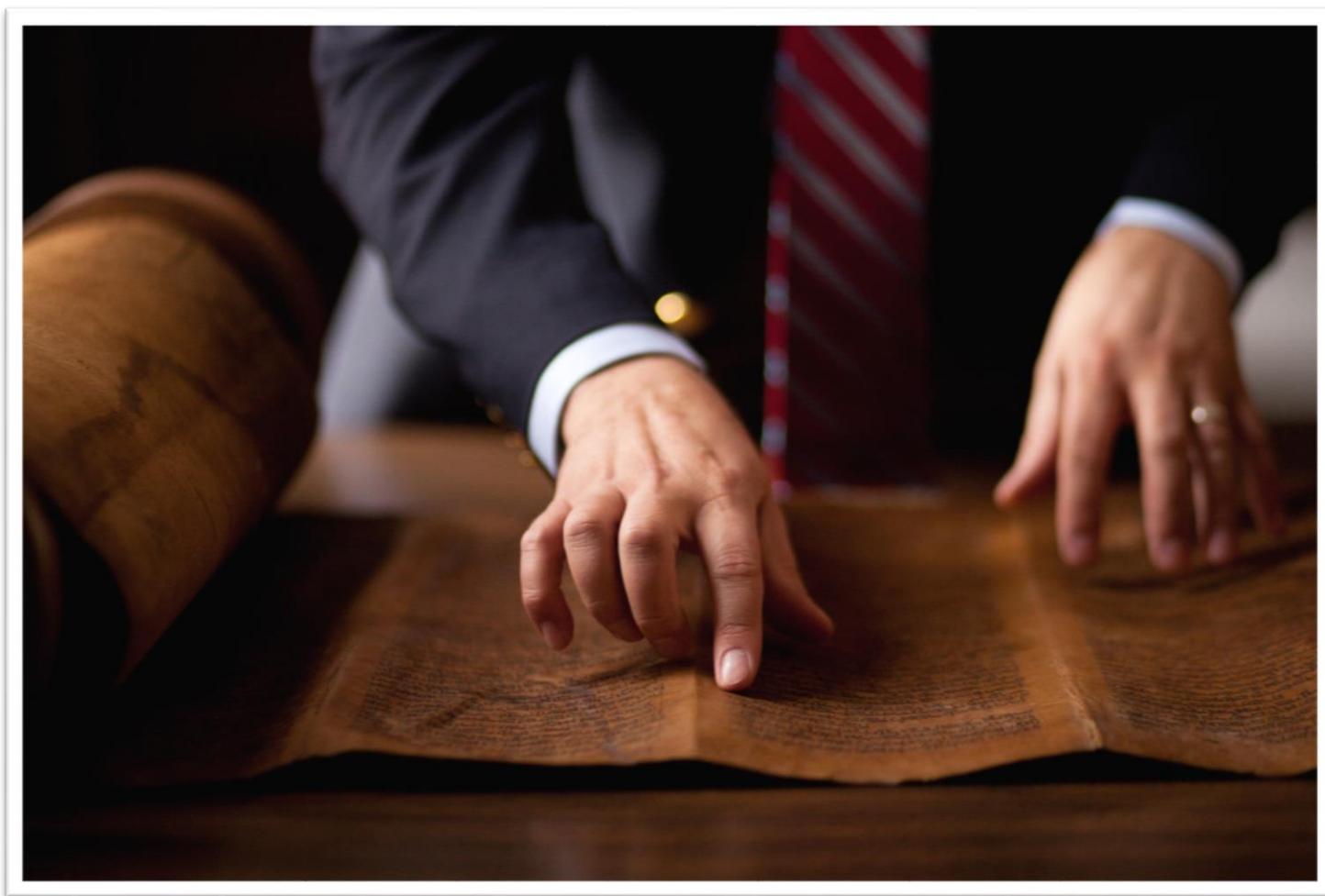
SED 4430 Seminar in Secondary Special Education

This course addresses topics in secondary special education. The focus of this course is on transition models, individualized transition plans, assistive technologies, and instructional strategies specific to secondary students with disabilities needing mild intervention. Students will explore inter-agencies, community, and vocational services that support transition into adulthood. 30-36-hour practicum in secondary special education is also required. Subscription to Chalk & Wire is required. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 4431 Practicum for Secondary Special Education

Students will participate in a 30-36 hour practicum in secondary special education. This practicum will be integrated into SED 4430. Students will apply their knowledge and skills in a secondary special education setting and will be expected to participate in transition planning, instruction, and typical tasks required of secondary special educators.

School of Ministry Studies



Frederick Cardoza II, Ph.D.
Dean

The School of Ministry Studies is comprised of the Department of Biblical Studies (college) and Grace Theological Seminary, which is also home to the GTS Center for Korean Studies.

COLLEGE: DEPARTMENT OF BIBLICAL STUDIES

Bible
Bible Translation
Biblical Studies
Intercultural Studies
Educational Ministries
Sport Ministry Studies
Urban Ministry Studies
Youth Ministry

GRADUATE: GRACE THEOLOGICAL SEMINARY:

Certificate Program in Biblical Studies
Diploma in Theology
Master of Arts in Local Church Ministry
also in two additional concentrations:

- Camp Administration
- Women's Leadership

Master of Arts in Intercultural Studies
Master of Divinity in five concentrations:

- Pastoral Counseling
- Exegetical Studies
- Intercultural Studies
- Pastoral Studies
- Chaplaincy Studies

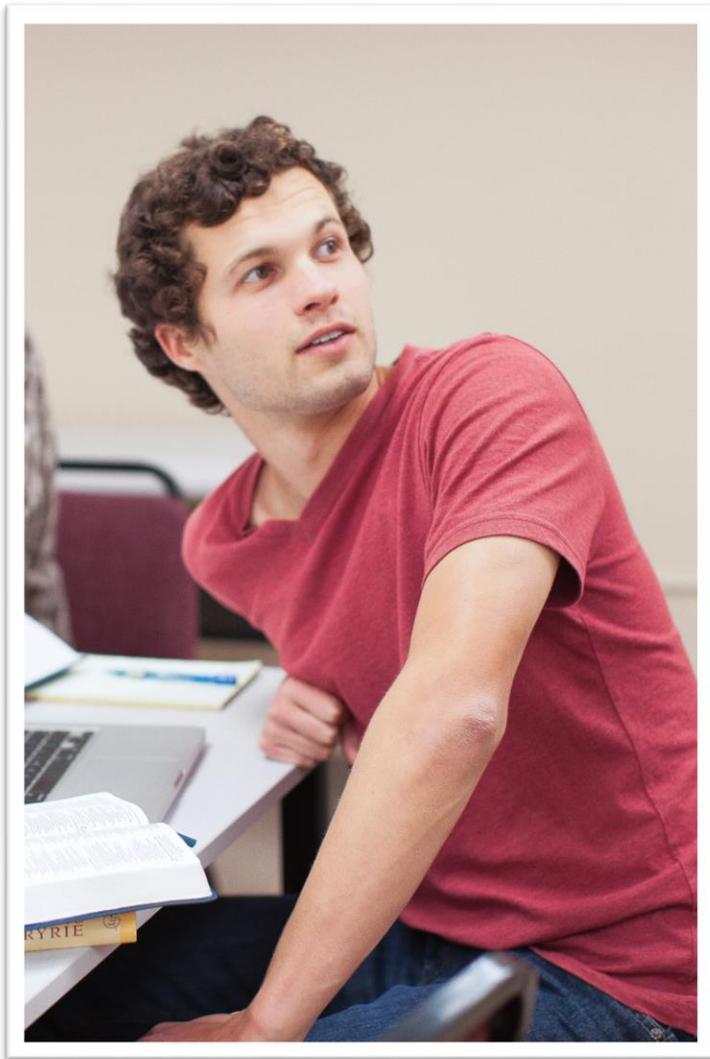
Doctor of Ministry Program, Pastoral Studies
Doctor of Intercultural Studies
Deploy

The GTS Center for Korean Studies offers:
Doctor of Intercultural Studies

Online graduate level programs offered through The School of Ministry Studies:

1. Master of Arts in Ministry Studies
We also offer the following concentrations:
 - Counseling
 - Women's Leadership
 - Camp Administration (in partnership with Camp Forest Springs)
2. A certificate program in Biblical Studies (offered online and on campus)

Biblical Studies Department



Faculty

Frederick Cardoza II, Ph.D., Dean
Tiberius Rata, Ph.D., Associate Dean
Matthew S. Harmon, Ph.D.
Christine M. Hill, Ph.D.
Rock M. LaGioia, D.Min.
Thomas M. Stallter, D.Miss.

Part-time Faculty:

Lonnie Anderson, M.Div.
Kip Cone, D.Min..
T.K. Kurtaneck, M.S.
Sorin Sabou, Ph.D.
John Teevan, D.Min.

PURPOSE

The Biblical Studies Department prepares disciples of Jesus Christ to be servant-leaders both in church and society. The Department of Biblical Studies faculty is committed to passionate and accurate study of God's Word, to living out our faith with dynamic spirituality, and to thoughtful engagement with the world around us.

Christianity is a set of beliefs and practices associated with the devotion, worship, and service of God. It rests on the belief that the Bible stands alone as the inerrant revelation of God and that Jesus is the one and only way of reconciliation with a holy and loving God. The department's commitment to these two foundational truths has a direct bearing on all aspects of life—intellectual, moral, physical, and spiritual. In a world confused by the marketplace of competing ideas, the only real answers to life come from the Word of God who is the only standard for both faith and practice.

FOCUS

Foundational to this department is the Word of God—what it meant as originally given and what its significance is today. Learning how to interpret and apply Scripture correctly is the most important thing students can learn. That is addressed in departmental courses specifically on the Bible, in courses on the cultures and literatures of the biblical world, and in courses in biblical languages.

Since we live in a real world with complex issues, Christians need to be prepared to handle those issues with correct biblical responses. Hence, we offer courses in various areas of theology, apologetics, biblical studies, spiritual formation, intercultural studies, and preaching. We emphasize in all our courses putting faith into practice recognizing the Bible as the ultimate, inerrant authority.

MAJORS AND MINORS

The department offers eight majors: Biblical Studies, Intercultural Studies, Youth Ministry, Educational Ministries, Bible Translation, Sport Ministry Studies, Urban Ministry Studies and a Bible major (this latter major is available only to those who are also enrolled in another non-Biblical Studies major). There are also four minors: Biblical Studies, Biblical Languages, Youth Ministry Studies, and Intercultural Studies. Students majoring in Biblical Studies programs are encouraged to double-major. Our programs are especially crucial for those desiring to serve the body of Christ as pastors, professors, youth workers, missionaries, etc., but our mission reaches beyond that. We want to prepare leaders for a variety of roles in society. In a post-Christian world, the study of Scripture and faith is excellent preparation for all who wish to impact society with the gospel of Christ.

Generally, the education offered by this department is not terminal, in the sense of providing everything students need for ministry. Further study is encouraged, such as that offered at the seminary level. But the departmental curriculum is designed to provide the best possible foundation for future study and ministry. Note that graduates of the Biblical Studies Department may gain advanced standing in Grace Theological Seminary.

VALUES-DRIVEN CURRICULUM

The Biblical Studies Department is driven by the following values:

1. We seek to offer students a comprehensive introduction to biblical studies and related fields within an evangelical framework. With so many topics to cover and with a limited number of hours that students may take in three or four years of college, our curriculum is designed to be compact yet complete, efficient yet excellent.
2. We seek to model before students what it means to apply our minds at the highest level possible in the study of the Bible and related subjects, while having hearts deeply committed to the God of the Bible. We want students to be dedicated to advancing God's kingdom and to serving the people of Christ's church.
3. We seek to guide students in developing an approach to biblical studies that is informed by scholarship. We encourage students to be well read and familiar with sources for understanding Christianity and the Bible. Morgan Library has an excellent collection in the field of biblical studies, and department courses will generally require significant research in the library. The library also houses the department's collection of ancient manuscripts. Hebrew scrolls and Greek papyri provide students firsthand acquaintance with the transmission of the Bible.

GOALS

The department has adopted the following goals and objectives:

1. Students will demonstrate biblical literacy. This means knowing the principal persons, events, places, dates, and themes of the Bible; using primary sources in interpretation; interpreting biblical concepts in the context of cultures of the biblical world.
2. Students will demonstrate knowledge of Christianity. This includes identifying the essential doctrines of the Christian faith and knowing the historical and theological developments of the Christian movement.
3. Guided by biblical understanding, students will demonstrate a refined Christian worldview. This includes evaluating culturally influenced values and beliefs; defining and articulating a global view of humans and cultural systems, and ways to interact appropriately with them; defining and articulating a holistic integration of all aspects of life—both Christian and secular—under the rule of God and for His honor.
4. Students will integrate knowledge of the Christian faith into their lives and demonstrate good citizenship in the Christian community and in society at large. This includes applying the great commandment to all relationships; applying the Great Commission to personal and cultural encounters and relationships; being active participants in a community of faith; and interacting with differing points of view by speaking the truth in love.

MAJORS

The majors consist of 14 three-hour courses for a total of 42 hours, in addition to the language requirement.

Biblical Studies Major 45 hrs

Bible Courses

BBL 2011 Understanding the Old Testament I
BBL 2013 Understanding the Old Testament II
BBL 2020 Understanding the New Testament
BIB 2310 History of Christianity
BBL 3010 Defining Doctrines of the Christian Faith
BBL 3090 Spiritual Formation
BBL 3140 Biblical Backgrounds
MIS 3220 Principles & Practice of Prayer
BBL 4810 Senior Seminar

Specialization Courses

BBL 3000 Theological Systems
PHI 3000 Apologetics in a Postmodern World
BIB 3290 NT Bible Exposition
BIB 3310 OT Bible Exposition
ICS 3650 Intercultural Ministry
BIB 4060 Expository Preaching

Applied Learning 9-12 hours

Intercultural Studies Major.....57 hrs plus applied learning

Bible Courses

BBL 2011 Understanding the Old Testament I
BBL 2013 Understanding the Old Testament II
BBL 2020 Understanding the New Testament
BIB 3290 NT Bible Exposition
BIB 3310 OT Bible Exposition
BBL 3000 Theological Systems
BBL 3010 Defining Doctrines of the Christian Faith
BBL 3140 Biblical Backgrounds

BBL 4810 Senior Seminar

Specialization Courses

- MIS 2010 Intro to World Missions
- MIS 2080 Teamwork & Leadership Training
- ICS 3110 Intercultural Communication
- ICS 3210 Applied Cultural Anthropology
- MIS 3220 Principles & Practice of Prayer
- Choose one of the following:*
- ICS 3300 Eastern World Religions
- ICS 3350 Middle Eastern World Religions

Applied Learning..... 12 hrs

MIS 4960 Cross Cultural Internship

The following two courses are taken as independent study during applied learning.

- BBL3090 Spiritual Formation
- MIS 2100 History of World Missions

Youth Ministries Major 45 hrs

Bible Courses

- BBL 2011 Understanding the Old Testament I
- BBL 2013 Understanding the Old Testament II
- BBL 2020 Understanding the New Testament
- BIB 2310 History of Christianity
- BBL 3090 Spiritual Formation
- BBL 3010 Defining Doctrines of the Christian Faith
- MIS 3220 Principles & Practice of Prayer
- YMI 4940 Personal & Professional Orientation

Specialization Courses

- BIB 2090 Contemporary Issues
- BIB 2140 Evangelism & Discipleship
- YMI 2140 Foundations/Phil. of Youth Ministry
- YMI 2240 Strategies for Church and Campus Youth Programs
- YMI 3240 Counseling and Communicating with Contemporary Youth
- YMI 4100 Youth Ministry Internship
- Choose one of the following:*
- YMI 3140 Cross Cultural Youth Ministry
- USI 1100 Foundations of Urban Ministry

Applied Learning 9-12 hours

Educational Ministries Major-----45 hours

Bible Courses

- BBL 2011 Understanding the Old Testament I
- BBL 2013 Understanding the Old Testament II
- BBL 2020 Understanding the New Testament
- BIB 3290 New Testament Bible Exposition
- BIB 3310 Old Testament Bible Exposition
- BBL 3090 Spiritual Formation
- MIS 3220 Principles & Practice of Prayer
- BBL 4810 Senior Seminar

Specialization Courses

- PSY 3260 Biblical Psychology
- PSY 2360 Child and Adolescent Psychology
- BBL 2050 Relational Skills for Ministry
- BBL 2030 Foundations of Educational Ministry
- BBL 2040 Foundations of Ministry Leadership

Choose two of the following

- PHI 3000 Apologetics
- BIB 2310 History of Christianity
- BBL 3000 Theological Systems
- BBL 3010 Defining Doctrines of the Christian Faith
- BBL 3140 Biblical Backgrounds
- BIB 4060 Expository Preaching
- ICS 3300 Eastern World Religions
- ICS 3350 Middle Eastern Religions
- MIS 2080 Teamwork and Leadership Training
- MIS 2010 Introduction to World Missions
- BHS 2520 Leadership Principles and Development
- SOC 2100 Marriage and the Family
- COM 2160 Small Group Communication
- COM 3460 Organizational Communication and Behavior
- COM 3030 Persuasion
- BHS 4050 Addiction Treatment
- PSY 3440 Process and Techniques of Counseling
- SED 1000 Teaching School in America
- SED 2200 The School Age Child
- SED 2210 Responsive and Differentiated Instruction
- SED 2400 Exceptional Needs
- SED 2500 Teaching in a Pluralistic Society
- SED 2600 Teaching and Learning

Choose one of the following

- ICS 3110 Intercultural Communication
- ICS 3650 Intercultural Ministry

Applied Learning....12 hours

Bible Major 33 hrs

Designed for NON Biblical Studies Majors wishing to double major in Bible.

Bible Courses

- BBL 2011 Understanding the Old Testament I
- BBL 2013 Understanding the Old Testament II
- BBL 2020 Understanding the New Testament
- BIB 2310 History of Christianity
- BBL 3010 Defining Doctrines of the Christian Faith
- BBL 3090 Spiritual Formation
- MIS 3220 Principles & Practice of Prayer

Specialization Courses

- BBL3140 Biblical Backgrounds
- BIB 3290 NT Bible Exposition
- BIB 3310 OT Bible Exposition

ICS 3650 Intercultural Ministry

Sport Ministry Studies Major 54 hrs

Bible Courses

- BBL 2011 Understanding the Old Testament I
- BBL 2013 Understanding the Old Testament II
- BBL 2020 Understanding the New Testament
- BIB 3290 NT Bible Exposition
- BIB 3310 OT Bible Exposition
- MIS 3220 Principles & Practice of Prayer
- BIB 4060 Expository Teaching & Preaching
- BIB 2650 Introduction to Sport Ministry

Specialization Courses

- SMT 1100 Introduction to Sport Management
- SMT 2050 Risk Management
- SMT 3060 Event Management
- SMT 3080 Event Management Lab
- SMT 3550 Sport in American Society (Senior Seminar)
- SMT 3610 Sport Marketing
- SMT 4000 Sport Media

Senior Seminar Course

Choose 1 of the following

- BBL 4810 Senior Seminar in Bible
- SMT 4200 Sport Governance

Applied Learning 9-12 hours

- SMT 1140 Practicum
- SMT 2090 Practicum in Sport Management
- SMT 4930 Internship

Urban Studies Major 60 hrs

Bible Courses

- BBL 2011 Understanding the Old Testament I
- BBL 2013 Understanding the Old Testament II
- BBL 2020 Understanding the New Testament
- BIB 2310 History of Christianity
- BBL 3010 Defining Doctrines of the Christian Faith
- BBL 3090 Spiritual Formation
- MIS 3220 Principles & Practice of Prayer

Specialization Courses

- SOC 1100 Introduction to Sociology
- BIB 2140 Evangelism and Discipleship
- YMI 3140 Cross Cultural Youth Ministry
- USI 1100 Foundations of Urban Ministry
- USI 4830 Urban Studies Field Experience 1
- USI 4840 Urban Studies Field Experience 2

Choose one of the following

- ICS 3300 Eastern World Religions
- ICS 3350 Middle Eastern World Religions

Applied Learning 12 hours

Bible Translation Major 55 hrs¹

Bible Courses

BBL 2011 Understanding the Old Testament I
BBL 2013 Understanding the Old Testament II
BBL 2020 Understanding the New Testament
ICS 3110 Intercultural Communication
BBL 3010 Defining Doctrines of the Christian Faith
BIB 3290 NT Bible Exposition
BIB 3310 OT Bible Exposition
ICS 3210 Applied Cultural Anthropology
BBL 3140 Biblical Backgrounds

Specialization Courses

GRE 1030 Greek 3
GRE 2010 Greek Exegesis I
HEB 1010 Hebrew I
HEB 1020 Hebrew II
HEB 1030 Hebrew III
HEB 2020 Hebrew Exegesis I
LNG 4500 Articulatory Phonetics
LNG 4520 Syntax and Morphology
LNG 4700 Introduction to Sociolinguistics
LNG 4800 Learner-Directed Second-Language Acquisition

Applied Learning 12 hours

MINORS

Biblical Studies Minor 21 hrs

BBL 2011 Understanding the Old Testament I
BBL 2020 Understanding the NT
BIB 2310 History of Christianity
BBL 3010 Defining Doctrines of the Christian Faith
BBL 3140 Biblical Backgrounds
BIB 3290 New Testament Bible Exposition
BIB 3310 Old Testament Bible Exposition

Intercultural Studies Minor 18 hrs

ICS 3110 Intercultural Communication
ICS 3210 Applied Cultural Anthropology
MIS 2010 Introduction to World Missions
MIS 2080 Teamwork and Leadership Training
MIS 2100 History of World Missions

Choose one of the following

ICS 3300 Eastern World Religions
ICS 3350 Middle Eastern World Religions

¹ The LNG courses will be taken during the summer through the Summer Institute of Linguistics at the University of North Dakota. The student will pay a summer fee that will cover tuition and room and board while at UND.

Youth Ministry Studies Minor.....18 hrs

BBL 3010 Defining Doctrines of the Christian Faith
BIB 2140 Evangelism and Discipleship
YMI 2140 Foundations and Philosophy of Youth Ministry
YMI 2240 Strategies for Church and Campus Youth Ministry
YMI 3240 Counseling and Communicating with Contemporary Youth

Choose one of the following

YMI 3140 Cross Cultural Youth Ministry
USI 1100 Foundations of Urban Ministry

Applied Learning: 6 hrs

Biblical Languages Minor21 or 24 hrs

Option 1 (Greek Emphasis)

GRE 1010 Greek I
GRE 1020 Greek II
GRE 1030 Greek III
GRE 2010 Greek Exegesis I
BBL 3140 Biblical Backgrounds

Choose two of the following

BIB 3290 New Testament Bible Exposition
BIB 3310 Old Testament Bible Exposition
GRE 2040 Greek Exegesis 2
ICS 3110 Intercultural Communication

Option 2 (Hebrew Emphasis)

HEB 1010 Hebrew I
HEB 1020 Hebrew II
HEB 1030 Hebrew III
HEB 2020 Hebrew Exegesis I
BBL 3140 Biblical Backgrounds

Choose two of the following:

BIB 3290 New Testament Bible Exposition
BIB 3310 Old Testament Bible Exposition
HEB 2080 Hebrew Exegesis II
ICS 3110 Intercultural Communication

Option 3 (Both Languages)

GRE 1010 Greek I
GRE 1020 Greek II
GRE 1030 Greek III
GRE 2010 Greek Exegesis I
HEB 1010 Hebrew I
HEB 1020 Hebrew II
HEB 1030 Hebrew III
HEB 2020 Hebrew Exegesis I

Applied Learning: 12 hours

COURSE DESCRIPTIONS

In the following courses, students will be explorers (not just observers) in the study of the Bible. The goal is to become skilled in interpretation and wise in application. Courses will focus on breadth and depth of learning, so that students are capable of dealing with both specific and global issues in the text.

Biblical Studies

BBL 2011 Understanding the Old Testament I

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

BBL 2013 Understanding the Old Testament II

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

BBL 2020 Understanding the New Testament

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

BBL 3000 Theological Systems

Students will explore the theological methods and presuppositions practiced by the diversity of theological systems. Students will seek answers to questions such as, how is presuppositional apologetics different from evidential apologetics. How is systematic theology different from biblical theology? How is dispensational theology different from covenant theology? How is reformed theology different from Armenian theology? How is progressive dispensationalism different from classic dispensationalism? Students will study the methods and presuppositions of leading theologians, from the Apostle Paul to the present. Prerequisite: BIB1050. This is an upper level course available to juniors and seniors. It is also offered at a graduate level. Three hours.

BBL 3010 Defining Doctrines of the Christian Faith

Students will identify the central affirmations of Christianity that distinguish orthodoxy from heresy, heterodoxy, liberalism, and neo-orthodoxy. Students will be able to support each defining doctrine from Scripture. The role of creeds, church councils, and doctrinal statements in defining and preserving orthodoxy will be explored. Students will appreciate the diversity within Christian orthodoxy, while the central affirmations are preserved. Prerequisite: BIB1050. Three hours.

BBL 3090 Spiritual Formation

Students will explore the various dynamics that converge to produce maturity in the life of a Christian. They will seek to construct a theory of spiritual formation based on a practical knowledge of God, a realistic awareness of self, a full-orbed understanding of pertinent scriptural insights, and a historical perspective of various approaches to spirituality. They will examine the necessity of the integration of the individual pursuit of spiritual maturity with the corporate

dimension. The approach of the course will include practical application along with classroom discussion and outside research. Prerequisite: BIB 2010. Three hours.

BBL 3140 Biblical Backgrounds

Students will seek to understand how people thought, communicated, and lived in the ancient world during the OT, NT and Intertestamental Periods. Special emphasis will be placed on key people groups and political, cultural, theological, and literary developments that form the background to the Bible. Students will learn to use insights from geography, cultural anthropology, archaeology, sociology, philosophy, politics, literature, and history for the interpretation of Scripture in light of the history and culture of the people to whom it was addressed. Three hours.

BBL 4310 Women and Scripture

Students will explore the various roles women played in the OT against the backdrop of the ancient world. They will investigate ways that Jesus elevated the status of women and how NT passages describe the function of women within the Christian community. Using modern theories on the role of women—hierarchical, complementarian, and egalitarian—students will seek to define a biblical approach to contemporary questions about the role of women. Three hours.

BBL 4810 Senior Seminar (Leadership in Ministry)

This course is designed to facilitate senior level students in the application of theory to ministry practice. The learner will be challenged to integrate biblical/theological knowledge gained in a variety of courses together with specialized research that pertains to specific ministry issues. Three hours.

BIB 1050 Exploring the Bible

A general overview of the Bible which orients the student to the overall presentation of the program of God from the Creation through the Consummation of Christ. Emphasis will be placed on the themes, timeline, structure, and coherence of the entire Biblical revelation.

BIB 2010 Scripture and Interpretation

Foundational principles of effective Bible study will be applied for personal study and small group Bible study leadership. Observational skills of the English text will be developed through hands-on activities and assignments. Hermeneutical principals will be applied to various biblical genres with the goal of equipping the learner to interpret the text based on its historical/cultural and literary context. Application of meaning of the text for spiritual formation will be emphasized as well. Prerequisite: BIB1050. This course is required in the liberal arts curriculum. Three hours.

BIB 2090 Contemporary Issues

Students will interact with controversial issues facing young Christians, weighing carefully biblical and ethical criteria for those issues. Careful distinction will be made between explicit biblical teaching, traditional Christian practices, and personal convictions. Typical issues to be analyzed in the course include: decision making and the will of God, spiritual gifts, gender issues, media and culture, sexuality and alternative lifestyles.. Three hours.

BIB 2140 Evangelism and Discipleship

Students will explore foundational issues for developing an approach to evangelism. Questions that will be considered include: What constitutes true conversion? Is becoming a Christian a process or an event? What about lordship salvation? What is the relationship between evangelism and the sovereignty of God? How do trends and needs in society shape a strategy for evangelism? Second, students will examine various methods of evangelism, for example, lifestyle evangelism. Third, students will study the concept and methods of discipleship as an integral part of evangelism.. Three hours.

BIB 2310 History of Christianity

Students will seek to discover what transpired in Christianity from the 1st century to modern times in order to understand what Christianity is in the present. They will identify the major events, personalities, and theological issues, both Western and non-Western, that shaped the development of Christianity. They will appreciate the challenges that the church faced as it matured in history, and they will gain perspective on the challenges still facing

the church today. Prerequisite: BIB1050. This is an upper level course available to juniors and seniors. It is also offered at a graduate level. Three hours.

BIB 3290 New Testament Exposition

Foundational principles of effective Bible study will be applied for personal study and small group Bible study leadership. Observational skills of the English text of the New Testament will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal to equip the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Prerequisites: BIB1050, BIB2010, and BBL2020. Three hours.

BIB 3300 Essential Doctrinal Themes

An overview of the essential doctrines every Christian should know and be able to articulate and defend. This course will focus on allowing students to engage in collaborative exercises to challenge their thinking and solidify their faith. Three hours.

BIB 3310 Old Testament Exposition

Foundational principles of effective Bible study will be applied for personal study and Bible study leadership. Observational skills of the English text of the Old Testament will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal to equip the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Prerequisites: BIB1050, BIB2010, and BBL2010. Three hours.

BIB 4060 Expository Preaching and Teaching

This course combines both theory and practice. It introduces a functional methodology of organizing and developing the elements of a sermon. It examines issues of bridging exegesis and exposition as well as the application of biblical truth and the effective delivery to listeners. Approximately one-third of the course is devoted to a lab setting where lessons and sermons are video-recorded and critiqued. Prerequisites: COM1100, BIB1050 and BIB2010. Three hours.

Educational Ministries

BBL 2030 Foundations of Educational Ministry

This course exposes students to learning theories and educational practices that can be applied to ministry settings. Learning theories help teachers understand how humans acquire new knowledge and embrace truth for transformational life change. This course will address not only inner processes that bring about growth, but also the environmental and social influences that can either promote or hinder wholistic learning that results in biblical wisdom.

BBL 2040 Foundations of Ministry Leadership

This course looks at the life of Jesus to learn from Him as the Master Teacher, Leader and Discipler. Students will explore Scripture and the lives of other godly men and women to gain a composite picture of leadership that addresses heart issues in the lives of people they will lead. Leadership from a biblical perspective will be countercultural and address issues of pride vs. humility, how we view failure/success and taking initiative in a Spirit-driven process. Students will have the opportunity for hands on integration of theory with practice as they process the course concepts in life with others in a relational context of ministry.

BBL 2050 Relational Skills for Ministry

Theoretical principles of interpersonal communication and conflict management skills will be applied to ministry settings in order to equip the learner to work more effectively with a variety of people in diverse settings. Through course material, individual reflection, and small group experiences, learners will explore the biblical foundations of relationships, personal relating style,

small group dynamics and roles, and conflict management skills. The focus of this course contains principles for evaluating relational maturity, elements that help and hinder spiritual community and skills for dealing with conflict in healthy ways utilizing effective communication skills necessary for personal and ministerial development. Three units.

See School of Behavioral Sciences, School of Education, and School of Arts & Sciences catalog's for additional course listings.

Intercultural Studies and World Mission

In the following courses, students will explore how culture affects communication, relationships, beliefs, value systems, and ministry. Students will gain a deeper understanding of world missions and the preparation essential for cross-cultural ministry.

ICS 3110 Intercultural Communication

Students will examine the principles and processes of communicating effectively with people from a second cultural context, whether in multi-cultural U.S.A. or in other countries. The course will investigate functional perception and how cultural worldview, beliefs, and values affect it through the personal perception of each individual. Students will explore how the shaping of the message, the style of communication, and the use of communication networks help to penetrate different cultures with the gospel. Dangers of ethnocentrism and its affect on the cross-cultural communication process will be discussed. The principles examined are valuable for intercultural relations in any field of work. Prerequisite: MIS2010. Three hours.

ICS 3210 Applied Cultural Anthropology

The nature of man and how his culture affects him are explored with a view to how this, in turn, affects ministry in intercultural contexts. Worldview assumptions and resulting values, beliefs, behavior, and attitudes are studied as to how they affect the person in his perception and understanding of the physical and spiritual world around him and, ultimately, his understanding of the Gospel. Social organization is examined as to how it affects ministry strategy, and the nature of culture change is investigated with a view to evangelism. Prerequisites: MIS2010. Three hours.

ICS 3300 Eastern World Religions

In this course the belief systems of major religions originating and concentrated in the Eastern world are studied with a view to understanding why the tenets make sense and drive behavior for the adherents. How each religion affects the host culture and how the culture affects the religion will be explored. The inadequacies of each belief system will be discussed in light of the adequacy of Christianity, but an introductory understanding of biblical theology is assumed. Religions covered in the course include Hinduism, Buddhism, Jainism, Sikhism, Chinese Popular Religion (Taoism and Confucianism, with reflections of Taoism in Native American Religion), and Shintoism. These will be introduced with a short Theology of Religions. Three hours.

ICS 3350 Middle-Eastern World Religions

In this course the belief systems of major religions originating and concentrated in the Middle East are studied with a view to understanding why the tenets make sense and drive behavior for the adherents. How each religion affects the host culture and how the culture affects the religion will be explored. The inadequacies of each belief system will be discussed in light of the adequacy of Christianity, but an introductory understanding of biblical theology is assumed. Religions covered in the course include Judaism, Islam, Baha'i, Zoroastrianism (Zarathustrism), and African Animism. These will be introduced with a short Theology of Religions and comments on why various religions have similarities with others. Three hours.

ICS 3650 Intercultural Ministry

This course is an overview of intercultural missions in which students will discover the importance of cultural value systems, intercultural communication, contextualization, and cultural adaptation, and how these issues affect biblical ministry in intercultural and multicultural contexts. Future pastors, youth ministers, Christian counselors, and other

Christian ministry personnel will become more effective in various intercultural situations by shaping their ministry to penetrate other cultures more deeply. Knowing how culture functions, the extent to which it shapes people, and how we are affected by our own culture keeps us from reading our cultural values into other contexts and into our interpretation of the Bible. It also guards against unknowingly imposing our cultural values on others. The course will not count toward the requirements of an undergraduate intercultural mission minor. Three hours.

MIS 2010 Introduction to World Missions

This introductory course will help students discover basic understandings, motives, and methods for successful missionary work. Practical subjects such as good and bad reasons for going into missions, departure from and reentry into one's own culture, entering a new culture, and choosing a mission field will be discussed. Basic skills for God's work in another culture will be introduced. Theological and strategic foundations will provide a conceptual understructure for further studies in intercultural missions. Three hours.

MIS 2080 Teamwork and Leadership Training in Missions

Students will discover and carefully examine the biblical data on teamwork, emphasizing the New Testament material. From this examination, principles guiding biblical teamwork will be gleaned with primary emphasis on application to missionary teams today, especially those involved in church planting. Students will also discover biblical patterns and models of leadership training with a view to their practice today. Other practices of leadership training will be evaluated in light of this study. Attention will be given to the relationship between biblically sound leadership and team health and effectiveness. Prerequisites: MIS2010. Three hours.

MIS 2100 History of World Missions

In this course the backgrounds and development of the missions enterprise from the apostolic period until the present will be analyzed with a view to discovering the benefit to the intercultural task before us today. A proper understanding of the work of the Holy Spirit in this endeavor is emphasized. To give the student a good grasp of present-day major movements, significant current trends in missiological thought and practice will be examined. Prerequisites: MIS2010. Three hours.

MIS 3220 Principles and Practice of Prayer

Students will examine the teaching of the Scriptures on the subject of prayer with a view to discovering the absolute necessity of a vital prayer experience in the life of the man or woman of God and in the life of the Church. Urgency, consistency, and effectiveness of prayer will all be discussed as well as practical guidance for fostering these. Significant time will be spent in the practice of prayer. Three hours.

MIS 4960 Cross Cultural Internship

The Cross-Cultural Internship is for a minimum of 15 weeks (one semester) in a second culture. The internship itself is for six hours of academic credit. While in the host context the student will complete two campus courses (BBL3090 Spiritual Formation and MIS2100 History of World Missions) for three hours of credit each. These two courses will be taken by distance education with the supervision and grading of the professors on campus.

The cross-cultural aspects of the internship are to be fulfilled under the direction of the faculty supervisor. The components that are requirements for the internship are a personal cultural identity exercise, a culture identity comparison exercise in the host culture, ministry and interaction experiences in the host context, (living with a host family in some contexts), a weekly journal, required reading, and a reflective term paper. 9 Credit hours.

Languages, Biblical

In the following courses, students will explore the meaning of the biblical text through a study of the original languages. The aim of the courses in Greek and Hebrew is to gain knowledge of grammar and vocabulary in order to do basic translation and exegesis of biblical passages.

ENG 3300 Introduction to Linguistics

A survey of the primary features of language, including phonology, morphology, semantics, language acquisition, how the brain processes language, and how languages change through contact with each other. Students will learn the International Phonetics Alphabet and learn to transcribe the sounds of English and other world languages. Students will work through morphological and semantic examples and exercises drawn from a worldwide sample of languages.

GRE 1010-1030 New Testament Greek I, II and III

This course introduces the student to the essentials of biblical Greek with emphasis on phonology, morphology, syntax, and vocabulary. The student will learn how to pronounce and read biblical Greek, the form and function of the noun and verb, the basic syntax of Greek words, phrases, and clauses. Three hours each session.

GRE 2010 Greek Exegesis

This course is a practical study of the procedures for doing sound exegesis in the various portions of the New Testament. The method will include the study of syntax, words, poetics, textual criticism, biblical theology, and practical exegetical exposition in the different genres of the Greek New Testament. The student will be introduced to the electronic tools available to aid in the preparation of sound, biblically-based sermons/lessons. The course is designed to help the student prepare for the future use of the skills in the ministry of the Word. Prerequisites: GRE1010 and GRE1020. Three hours.

GRE 2040 Greek Exegesis II

An exegetical study of selected portions of the Greek New Testament in the original language designed to show its theological, expository, and practical values. Prerequisites: GRE1010, GRE1020 and GRE2010. Three hours.

HEB 1010–1030 Hebrew I, II and III

In this two semester course students will seek to gain sufficient mastery of the Hebrew language, including vocabulary, forms, and syntax, in order to begin translating and interpreting the Hebrew Bible. The second semester is devoted mostly to reading Hebrew narrative, with a continuation of grammar studies inductively from the reading selections. Students will be introduced to the basic literary and electronic tools currently in use in Hebrew language studies. Prerequisites: none. Three hours each session.

HEB 2020 Hebrew Exegesis I

Students will seek to build on the foundation learned in the first two semesters of Hebrew and increase their knowledge of vocabulary, grammar, and syntax. Students will translate selections from the Old Testament, discovering translation techniques. Special focus will be placed on the theology and homiletical treatment of the book of Jonah. Prerequisites: HEB1010 and HEB1020. Three hours.

HEB 2080 Hebrew Exegesis II

Students will undertake critical and exegetical studies of portions of the Hebrew OT. By analyzing the major exegetical and theological problems against the historical background of the selected passages, students will discover theological, expository, and practical values of doing Hebrew exegesis. Prerequisites: HEB1010, HEB1020 and HEB2010. Three hours.

LNG 4500 Articulatory Phonetics

Students will introduce the student to the sounds used in spoken languages. The student will be trained to recognize, produce, transcribe, classify and describe words. The student will get intensive practice in using the full International Phonetic Alphabet (IPA) for the whole range of sounds used in human speech. Two hours.

LNG 4520 Syntax and Morphology

Students will learn fundamentals of analyzing the grammatical and morphological structures of languages. The student will gain analytical skills developed through graded problems based on a wide variety of languages. Three hours.

LNG 4700 Introduction to Sociolinguistics

Introduction to language as a social phenomenon dependent on age, gender, social class, status, setting, and topic, with special attention to multilingual societies. Two hours.

LNG 4800 Learner-Directed Second-Language Acquisition

This course quips the student for success in learner-directed acquisition of language/culture without dependence on formal classroom instruction, especially in little-studied languages with few or no published pedagogical resources. The core of the course is an intensive language practicum (40-45 hours), working with a native speaker of a language that is very different from languages the student already knows, in sessions led first by a teaching assistant and later by students. Separate lecture-discussion sessions present the theoretical foundation for the practicum. An understanding of second language acquisition is instilled that combines Sociocultural Theory with the psycholinguistic study of comprehension and production along with a detailed multi-phase strategy for long-term language/culture learning. Three hours.

Please note: LNG courses taken at the University of North Dakota through Summer Institute of Linguistics (Wycliff)

Youth Ministry

The Youth Ministries program is offered in cooperation with the National Institute for the Development of Ministries to Youth, founded by CE National. In addition to coursework, students must meet certification requirements, including hands-on experience in local and para-church ministry, youth ministry leadership, communication to youth, cross-cultural experience, and evangelism and discipleship. For more information, contact CE National.

YMI 2140 Foundations and Philosophy of Youth Ministry

Students will explore the modern history of youth ministry and will evaluate the four primary approaches in current use in light of biblical principles. Students will seek to understand contemporary adolescent issues and the essential ingredients needed to make an effective youth ministry. Students will develop strategies for integrating youth ministries into the local church. Areas of discussion will include parenting ministries and methods of building a volunteer staff and youth team.. Three hours.

YMI 2240 Strategies for Church and Campus Youth Programming

Strategies will be developed for establishing strong ministry teams and for ministering to junior and senior high students, as well as to recent graduates. Students will examine the role in youth ministries of the Christian school, home schooling, and the public school. They will explore and analyze various curriculums and develop strategies for meeting the needs of youth in complex family and societal structures. Prerequisite: YMI2140. Three hours.

YMI 3140 Cross-Cultural Youth Ministries

Students will learn to assess issues relevant to specific urban youth cultures and to target the needs of youth in various culturally diverse people groups. Students will develop strategies for meeting the needs of youth in cross-cultural contexts and for church planting with youth as the target. They will also investigate various methods of reaching pre-adolescent youth. Students will investigate how to train youth to take leadership in effective church planting and development. This one-week course will be taught at the Urban Hope Training Center in inner-city Philadelphia.. Three hours.

YMI 3240 Counseling and Communicating with Contemporary Youth

Students will seek to identify various methods of communicating biblical and spiritual truth to a changing youth culture. They will be equipped with techniques for establishing effective communication with young people. Various styles of communication, including small group discussions, informal teaching times, and the use of technology and music, will be examined. In addition, students will investigate counseling tools and techniques for working with families and youth in crisis counseling situations. Students will consider how to relate to the changing roles of adolescents as they mature in a diverse society. Legal issues of counseling will be examined, and students will

evaluate how to determine the advisability of deferring troubled youth to professional counselors. Prerequisite YMI2140. Three hours.

YMI 4100 Youth Ministry Internship

In this 12-week internship, students gain hands-on experience working with youth in a supervised field experience at an approved site under a seasoned mentor. Students will learn how to program and develop leadership aspects of youth ministry in real life. Prerequisites: YMI2140, and YMI2240. Three hours.

YMI 4940 Personal and Professional Orientation to Youth Ministries

Students will examine the call and qualifications of an effective youth leader. Plans for recruiting, leading, and building a volunteer staff will also be considered, and students will investigate how to establish and maintain staff relations with a chain of command. In addition, students will examine and develop methods of networking youth ministries and will create a long-range planning strategy. Each student will create and maintain his or her own personal ministry resume and written strategy for youth ministry. Prerequisites: YMI2140. Three hours.

Urban Ministry Studies

USI 1100 Foundations of Urban Ministry

Each student will learn principles to (a) understand the diversity of urban settings (b) target the needs of various people groups within an urban area, and (c) develop strategies for effective urban ministry within the culture. This course will combine classroom learning and hands-on training in a cross-cultural urban setting.

USI 4830 Urban Studies Field Experience 1

This first field experience will concentrate on four areas of Urban Ministry: a) Evangelism and discipleship in an urban setting. b) Understanding and adapting to cultural mores. c) Understanding how the systems of the city affect its residents. d) Navigating the systems of the city.

USI 4840 Urban Studies Field Experience 2

This second field experience will concentrate on another four areas of urban ministry: a) Breaking the cycles of poverty, depression, and hopelessness. b) Current trends in cities and how to give biblical responses, c) Gain an understanding of the drug culture, street life and addictions, and strategies for helping. d) how to respond to situations, crises.

Philosophy

The following courses are designed to acquaint students with the leading philosophical thought of the past and present. Students will explore the efforts of the human mind to understand such problems as the nature of the world and man, the question of right and wrong, and the quest for knowledge and truth—in light of various presuppositions and a distinctive Christian philosophy.

PHI 3000 Apologetics in a Postmodern World

The purpose of this course is to provide students with an introductory survey to the defense of the Christian worldview in its contemporary postmodern context. The course will cover areas such as: the biblical and theological justification for the apologetic task; issues surrounding apologetic methodology; strategies for effective presentation and argumentation; the development of a positive case for Christianity; common objections against the Christian worldview; and a critique of prevalent ideologies and worldviews. This course will address philosophical, historical, scientific, and cultural issues surrounding the defense of Christianity in the contemporary world. Three hours.

PHI 3010 Christianity and Critical Thinking

This course will critically examine the beliefs and presuppositions of philosophers and philosophies over the centuries and their impact on modern Christianity and the Christian Worldview. A critical examination will begin by utilizing the lens of Scripture as the basis of truth in evaluating these beliefs. The application of that examination will be centered on the reasons for God as well as the nature of suffering and evil as learners are encouraged to formulate a biblically sound Christian Worldview. Prerequisites: BIB1050, and BIB2010. Three hours.

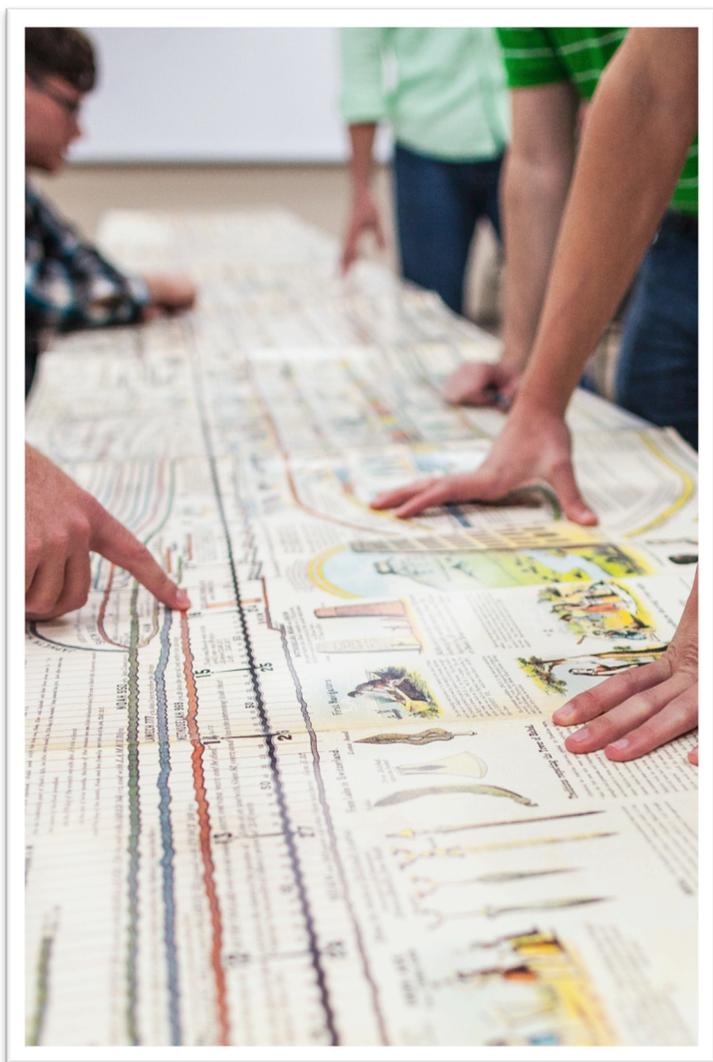
Sport Ministry

BIB2650 Introduction to Sport Ministry

An introductory sport ministry course giving an overview of basic concepts, career preparation and professional opportunities within sports ministry. The sports environment will be explored relating to the Scripture and ministry opportunities in sport. Students will explore the many different types of sport ministry experiences available worldwide. Three hours.

See School of Business catalog for additional course listings.

Grace Theological Seminary



Faculty

Frederick Cardoza II, Ph.D., Dean

Tiberius Rata, Ph.D., Associate Dean

Thomas J. Edgington, Ph.D.

Matthew S. Harmon, Ph.D.

Christine M. Hill, Ph.D.

Rock M. LaGioia, D.Min.

Ronald E. Manahan, Th.D., Senior Advisor to
the President

Thomas M. Stallter, D.Miss.

Part-time Faculty:

John J. Davis, Th.D., D.D., President Emeritus

Stephen Park, D.Miss.

John A. Teevan, D.Min.

Kip Cone, D.Min.

Sorin Sabou, Ph.D.

John Teevan, D.Min.

Grace Theological Seminary is part of the Grace School of Ministry Studies.

The seminary admits students of any race, color, national and ethnic origin to all the rights, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Grace Theological Seminary is committed to compliance with the Title IX of the Federal Education amendments of 1972, except as claimed in a filed religious exemption. It does not discriminate against qualified individuals with disabilities in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by applicable federal laws and regulations. 200 Seminary Drive · Winona Lake, IN 46590 ©2007 Grace Theological Seminary · gts.grace.edu

ABOUT GRACE THEOLOGICAL SEMINARY

A Rich History

Grace College Theological Seminary had its beginning as the result of an informal meeting in June 1937. Deeply concerned about the inroads of modern unbelief in higher education, a number of Brethren pastors and laymen came together for earnest prayer and counsel in Ashland, Ohio. The group laid plans for founding an institution of higher theological education where positive biblical standards of Christian faith and life could be established and maintained.

The founding board called Dr. Alva J. McClain to be president of this new institution, Grace Theological Seminary. He brought to this position high attainment of scholarship and wide experience as a successful pastor and master teacher. A competent faculty was convened, and the school opened its first annual session in Akron, Ohio, in the fall of 1937 with a student body of thirty-nine. Grace Theological Seminary received its legal charter on April 8, 1938.

The circumstances under which the school was founded, its clear Christian testimony, and its educational ideals aroused widespread interest among Christian leaders and schools of like precious faith throughout this country.

After the organization of the seminary, Dr. W. E. Biederwolf, Director of the Winona Lake Bible Conference, along with other Christian leaders, encouraged that the seminary be moved to Winona Lake. The administration and board agreed, and the seminary relocated in 1939.

The seminary experienced steady growth, even during the years of World War II. New degree programs were offered, regional accreditation was achieved, and graduates went out to serve the Lord as pastors, missionaries, teachers, chaplains, and leaders in other types of Christian ministries around the world. Faculty members were kept busy, not only as effective classroom teachers and mentors, but also as visiting lecturers in other institutions, in churches, and in Bible conference ministries. The faculty of Grace Theological Seminary has authored scores of books, contributed many articles to scholarly and religious journals, and assisted in the production of Bible translations, such as the *New American Standard Bible*, the *New International Version*, the *New King James Version*, and the *New Living Bible*.

In 1991 a special consortium was held with Christian ministry leaders from across the United States. As a result, the mission and values of the school were redrafted based on the goal of translating the distinctives and the unchanging doctrinal foundation into the contemporary world in which graduates minister. Shortly thereafter, a major revision in the Master of Divinity curriculum was implemented and the Doctor of Ministry program was added to provide professional education for pastors and other ministry leaders.

The seminary programs are part of the Grace College School of Ministry Studies. Grace College is an accredited four-year liberal arts college with a strong Christian emphasis. It was under the sponsorship of Grace Theological Seminary that Grace College came into existence in 1948.

Grace Theological Seminary is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Association of Theological Schools, and the Association of Christian Schools International. Grace Theological Seminary in cooperation with the International Association for Continuing Education and Training (IACET) and is accredited to grant CEU's for qualified training.

An Ideal Community

Grace Theological Seminary is located in the town of Winona Lake, in north central Indiana. Situated near the shores of Winona Lake, one of the largest of the more than 100 lakes in Kosciusko County, the campus is close to a number of scenic and recreational attractions. With Chicago 120 miles to the northwest and Fort Wayne 40 miles to the east, easy access to these metropolitan centers is available by way of U.S. Highway 30. Once the home of evangelist Billy Sunday, William Jennings Bryan, James Whitcomb Riley, and Homer Rodeheaver, the community offers a wealth of history and tradition. It was the site of the historic Winona Lake Bible Conference, which for several years operated under the auspices of Grace College and Theological Seminary. Winona Lake is a part of the Greater Warsaw area, an expanding area with a healthy economy.

Grace offers many opportunities for activities and facilities available to undergraduate, graduate, and seminary students. Seminarians may participate in such activities as Symphony of the Lakes, Symphonic Chorus, plays, intramural athletics, outreach efforts, athletic events, a student union, dining commons, and a sports and recreation center.

For seminarians, Winona Lake, Warsaw, and nearby communities provide opportunities for affordable housing, part-time and full-time employment, and the kind of high community standards typical of the tradition of the Midwestern United States. In addition, the region offers ministry opportunities through local churches, hospital chaplain assistantships, prison ministries, and other organizations.

A Traditional Campus

The William Male Center for Seminary and Graduate Studies houses the seminary, undergraduate Department of Biblical Studies, Korean Studies Program, the Graduate Department of Counseling, and Worship Arts Program as well as faculty offices and classrooms, performance areas, and studio spaces.

McClain Hall, a handsome red brick Georgian building named in honor of the founding president, Dr. Alva J. McClain, houses the offices of the President, Provost, Advancement, School of Professional & Online Education, as well as classrooms. Built in 1950-51, the structure includes an auditorium seating approximately 550, and the prayer tower.

The **Morgan Library**, constructed in 1969, is a multilevel facility housing a collection of over 200,000 items and the Learning Center. The library-learning center provides research and writing assistance, group and quiet study spaces, and a wide variety of resources to meet student academic needs. The Morgan Library also houses a classroom, a computer lab, and 3D printing room.

The Library-Learning Center staff includes professional staff, librarians, and dozens of student assistants who are available to help students with their research and writing. Staff can be reached by phone, 574.372.5100 x6290, by email, library@grace.edu, and in person.

The library's website www.grace.edu/library provides access to many of the library and research resources both on and off campus. These include e-books, articles, streaming videos, tutorials, and research tools to make research and writing productive.

Morgan Library is a member of several library consortia which permit onsite access to materials at all academic and seminary libraries in the State of Indiana as well as select seminaries, Bible colleges and Christian universities around the country. Consult the Off-Campus Resource Guide <http://libguides.grace.edu/offcampus> for more information. Interlibrary loan service is also available to Grace students, assuring access to research materials.

The special collections at the Morgan Library include the papers of the American evangelist William A. "Billy" Sunday as well as archives of the Winona Lake Bible Conference, Grace College and Seminary, and various Grace Brethren agencies.

Other campus buildings provide facilities for college classrooms, residence halls, administrative offices, Jazzman's Café, Alpha Dining Commons, The Grill, the Gordon Recreation Center and the Manahan Orthopedic Capital Center.

Online Studies

The Certificate in Biblical Studies is available through a unique online learning program that parallels the School of Ministry Studies / Master of Arts in Ministry Studies program.

PURPOSE

The School of Ministry Studies seeks to help students to impact the world with the gospel for Jesus Christ. Recognizing the Bible as the authoritative Word of God, the goal of the School is to study it with passion and precision, and to help students prepare for effective ministries.

The School is dedicated to embracing a dynamic spiritual commitment and to engaging thoughtfully with the world around us.

Purpose Statement of Grace Theological Seminary

Grace Theological Seminary is a learning community dedicated to teaching, training, and transforming the whole person for local church and global ministry.

GTS Core Values

1. Biblically Rooted
2. Culturally Sensitive
3. Ministry Focused
4. Academically Excellent
5. Spiritually Transforming

A Spiritual Environment

Intellectual development cannot be the only objective of Grace Theological Seminary for its students. Seminary education must make no less contribution to the student's spiritual life than it does to his or her intellectual growth.

The seminary's faculty and administration recognize that the right kind of spiritual atmosphere can neither be produced nor maintained by human mechanics or techniques. The creation of this atmosphere depends wholly upon the all-sufficient grace of the Lord, flowing through truly regenerated lives—lives that are characterized by walking in His Spirit, submitted to His will, and trusting in His power. Therefore, one of the seminary's primary goals is that all institutional activities be surrounded with an attitude of prayer and devotion centered in Him.

Standards of Conduct

Because of the great responsibility for modeling placed on Christian leaders, all students at Grace Theological Seminary are expected to maintain the highest standards of biblical conviction and conduct. The seminary is not a censoring agency, but expects maturing Christian convictions, concern for the conscience of others, and a willingness to submit to spiritual authority. Although man-made regulations cannot improve on the Christian's standing in Christ, they can strengthen the life and testimony of individuals and the institution. Reasonable standards of conduct therefore are a necessary part of a spiritual community. Accordingly, the seminary's standards of conduct include:

1. The highest standards of Christian conduct in all activities and relationships. In particular, students are expected to maintain proper family relationships and to abstain from improper sexual activities and emotional entanglements.
2. Faithfulness in Christian ministry. Each student is expected to be involved in ministry during his or her time of study on campus. Academic preparation does not take the place of active participation in the local church.
3. Utilization of time to the best advantage by careful study, participation in spiritual activities, faithful attendance in church and at school, and the discerning use of literature, movies, music, television, and the Internet. Because Internet pornography is known to be an increasing problem with students across America, and because immorality happens tragically all too often among spiritual leaders, it is expected that each student will make every effort, through godliness and discipline, to remain morally pure, including forming a same-gender accountability relationship.
4. Abstinence from such practices as gambling, inappropriate social dancing, identification with secret societies, and the use of alcoholic beverages, illegal drugs, and tobacco.
5. Avoidance of every form of dishonesty and deceit, including cheating on exams or assignments, failure to meet financial obligations promptly, and negligence in the performance of duties at one's place of employment.
6. Conformity to certain standards of appearance and dress which are maintained in order to strengthen the testimony of the seminary and to promote the general morale of the school.

Details on these matters and other policies are set forth in the Grace College and Theological Seminary student handbook. Grace Theological Seminary 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 the Seminary.

By virtue of their enrollment, students agree to live within the framework of these standards.

Co-curricular Activities

The focus of the mission and educational values of Grace Theological Seminary is pursued by design

through the regular curriculum and other co-curricular activities that impact seminary life. These co-curricular activities are intended to further the purpose and objectives of Grace Theological Seminary in an environment of vital Christian fellowship, practical theological study, and ministry skill development. Additional information about these activities, as well as expectations for student involvement, can be found in the *Student Handbook*. These activities include:

1. **Student Socials:** at the beginning of the fall semester, the seminary sponsors a gathering for new students and their families as part of the new student orientation activities. This event enables new students and their families to make friends and to fellowship with other seminary student families and with faculty and their families.
2. **Chapel:** during the fall and spring semesters, chapels are scheduled in order to provide times for leadership development, spiritual refreshment, and worship. Attendance requirements are outlined in the *Student Handbook*.
3. **Days of Worship and Prayer:** one day each semester is reserved as a day of worship and prayer. Classes are dismissed for the day and the entire student body and faculty join together in prayer, praise, intercession, and testimony. It is one of the spiritually enriching experiences of the semester.
4. **Conference on Mission:** recognized missionary executives, authorities, and missionaries are brought to the campus to present the work of their various organizations. This is an annual conference sponsored by the Missions Conference Coordinating Committee. The conference is held jointly with the college student body. Through the conference every student is made aware of opportunities and responsibilities to serve people of any race or culture, locally and globally.
5. **Mentoring Groups:** students are required to become active, faithful participants of a seminary-sponsored mentoring group during each semester in which they are enrolled for at least one residential class. Groups will meet at various times of the week throughout the semester in an attempt to accommodate students' varying schedules. Any exceptions to this requirement must receive official approval from the Vice President and Dean of the School of Ministry Studies. Information is available at the Seminary Administrative Office.

Admissions, Expenses, and Financial Aid

General Admission Policies

In addition to the policies listed below, for admission to the Doctor of Ministry program please refer to the Doctor of Ministry section in this catalog for specific admission guidelines that apply.

The basic requirement for entrance into the master's degree programs is a four-year bachelor's degree, or its equivalent (for international students), from a recognized institution of higher learning. Graduates of Bible colleges, liberal arts colleges, and state colleges and universities are encouraged to apply.

Those who are planning to obtain a bachelor's degree in preparation for seminary are encouraged to include both a broad exposure to general education subjects and English Bible courses in their undergraduate studies.

Students able to take Greek or Hebrew language studies at the undergraduate level should note the possibilities for advanced standing that such a course of study offers. Students already having a four-year degree without the opportunity to pursue some of the suggested pre-seminary curriculum are encouraged to do some reading in preparation for seminary. However, the seminary program is

designed to allow students to gain a solid biblical foundation for future ministry without pre-seminary educational preparation.

A student who received his or her pre-seminary education at an institution which is not accredited or who achieved less than a 2.5 grade point average in pre-seminary education may be admitted on academic restriction.

Admission Requirement

Since the various curricula and courses of the seminary are designed for those who are capable of undertaking a graduate standard of work, the usual academic requirement for admission is evidence of satisfactory completion of a four-year accredited college or university bachelor's program or the equivalent.

In no case, however, will the seminary regard mere academic achievement or high intellectual ability as sufficient to justify admission. There are certain spiritual, moral, and personal qualifications without which any attempt to prepare for the ministry of the gospel can result in nothing but personal tragedy. The seminary administration, therefore, will regard these matters as proper subjects for investigation in all cases and reserves the right to withdraw the privileges of the school from those who after admission may prove to be lacking in these necessary qualifications.

Each applicant is assured of careful consideration regardless of his or her denomination, race, or national origin.

Students who are divorced, remarried after a divorce or married to a divorced spouse will be considered for admission to Grace Theological Seminary. However, additional information and a reference from a pastor acquainted with the situation may be requested.

Application Materials

All students considering entrance to the seminary should make formal application as early as possible in order to get full consideration for financial aid. Financial aid awards are made according to established deadlines. Students applying for financial aid are encouraged to contact the Office of Financial Aid in order to obtain the most recent information on what financial aid is available and the deadlines for financial aid applications.

An online application may be found on the Grace Web site (www.grace.edu/admissions/apply/). An application packet may be secured from the Office of Graduate and Adult Enrollment. The packet includes complete instructions on application procedures. Materials to be submitted to apply for admission include:

1. The application form with all applicable questions answered in full, including an attached written testimony of the student's conversion and spiritual growth over the past few years.
2. A non-refundable \$30 application fee. (The fee is waived for applicants who complete application materials online.)
3. Reference forms, including pastoral, personal, and church endorsements.
4. Official transcripts from all colleges and/or seminaries attended.
5. TOEFL scores (international students only).

In most cases the applicant will be notified of his or her admission status within two weeks after all application materials have been received by the Office of Graduate and Adult Enrollment. The Admissions Committee may grant admission on the basis of the credentials named above, may

request the applicant to submit additional materials, or ask the applicant to come for an interview with the Vice President and Dean of the Seminary or another representative of the Seminary.

Advanced Standing

Advanced standing is available at Grace Theological Seminary for students who have prepared themselves in their undergraduate training for seminary studies. Grace recognizes the level of training and study completed at many accredited Bible colleges and Christian liberal arts colleges. Advanced standing will enable students to build on their previous education rather than repeat it. This means that they will spend less time and less money on their seminary training and more time in ministry.

A maximum of 21 credit hours of advanced standing can be earned for those entering the Master of Divinity degree programs; and a maximum of 12 credit hours can be earned by those entering the Master of Arts degree programs of 48-credit-hour duration. Classes that are allowed to count for advanced standing will be determined by the faculty and the Vice President and Dean of Grace Theological Seminary by comparing undergraduate transcripts with the student's chosen program of study. In addition to an examination of the student's transcripts, the following must also take place for advanced standing to be awarded:

- The student must have completed his/her undergraduate studies at an approved school.
- The student must have achieved a "B-" or better in the course for which advanced standing is granted.
- The student must successfully pass the advanced standing examination (when applicable) for selected courses at Grace Theological Seminary.

It is important to note that students applying for advanced standing credit must do so through the Office of the Vice President and Dean of the Seminary within the first semester after they have been officially admitted to Grace Theological Seminary.

Transfer Credits

In the case of transfers from other seminaries with proper academic standards, students will ordinarily be given full credit for work satisfactorily completed up to one-half of the credit hours required for the degree program at Grace in which they are enrolled. Courses transferred in must be substantially equivalent to Grace courses that are part of the student's chosen program, or permission must be granted by the Vice President and Dean of the Seminary to allow the courses to be used as electives. Credit hours gained through advanced standing reduce the number of transfer hours allowed.

In the case where a student has an earned master's degree from another seminary with proper academic standards, credit from that program will be accepted toward the Master of Divinity degree based on the following guidelines:

1. Students with an M.A. degree (including those from Grace College & Theological Seminary) can use up to the 45-hour limit to meet requirements for the M.Div. degree.
2. Students with the M.A. degree can apply credit to other master's programs at Grace College & Theological Seminary only in the amount allowed under the transfer guidelines established.

International Students

Students from other countries who have completed a bachelor's degree or its equivalent with a high academic standing are encouraged to apply to the seminary. Such students should be aware, however, that the seminary has limited scholarships and no living subsidies for international students.

In addition to the normal application procedures, applicants from other countries must meet the following requirements:

1. A full application is submitted with all the appropriate accompanying material. With the regular materials the student must also supply a certificate showing evidence that he or she has adequate resources for his or her own program of studies in the United States as well as for any dependents, whether they come with the student or remain at home. If the applicant is unable to certify that he or she has personal funding adequate for such purposes, he or she must secure a statement from some responsible organization or individual willing to guarantee the support and care of the dependents, as well as the round-trip tickets and educational and living expenses while in the United States. Grace Theological Seminary will not issue the Certificate of Eligibility (Form I-20) until it receives and approves the completed Financial Certificate guaranteeing these funds, all application materials, and the advance \$50.00 payment on tuition and fees.
2. Where practical, the applicant may be requested to attend an interview with a designated missionary or seminary representative in his or her home country. A confidential report from this interviewer will become a part of the required application credentials.
3. An applicant whose native language is other than English must complete the Test of English as a Foreign Language (TOEFL), unless he or she has obtained an accredited bachelor's degree at an English-speaking institution. The TOEFL is a standard test offered at testing centers throughout the world. Information about the test can be obtained by contacting the Educational Testing Service (ETS) directly at: TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; or contact TOEFL Services on the Web at www.toefl.org, by E-mail toefl@ets.org, or by telephone at 609.711.7500.

Grace Theological Seminary reserves the right to require students to add English courses to their program of study if deemed necessary. A minimum score of 560 (220 computer-based, 83 Internet-based) on the TOEFL is required for admission to Grace Theological Seminary. TOEFL scores should be mailed directly to Grace Theological Seminary by ETS. Our institutional code is 1252. Results will be mailed to the Seminary Admissions Office by placing this code in the appropriate place on the test registration form.

Tuition Deposit

A \$250 advance payment on tuition and fees is required of all new students upon receipt of their letter of acceptance and before registration for classes. This payment should be directed to the Office of Graduate and Adult Enrollment. If the student decides to withdraw his or her admission and notifies the Office of Graduate and Adult Enrollment, refunds on tuition will be made according to a schedule established by the Business Office. The Business Office may be contacted for details.

Letter of Intent

The accepted student will be asked to sign and return a Letter of Intent, which will be received with his or her letter of acceptance. This will signify the student's intention to enroll at Grace Theological Seminary and will verify the intended program of study.

Medical Insurance

Students at the time of registration are strongly encouraged to have secured medical insurance coverage for themselves and all dependents. This stands as an ethical obligation of students that may only become apparent at a time of greatest need. Students are urged to handle this matter with the highest degree of integrity. For further information contact the Grace Schools Health Center.

Electronic Media Requirement

Our desire as a faculty and administration is to do a good job of communicating to our students. This is becoming increasingly challenging because of the diverse mix that constitutes our student body (e.g. residential students, non-traditional students, part-time and full-time students). In response, we intend to use modern electronic media (electronic bulletin boards, Web pages, and e-mail) to communicate information to students. As a result, we are expecting students to have access to the Internet (for connecting to electronic bulletin boards and Web pages and for accessing e-mail). Further, we are requiring all students to be familiar with their Grace Theological Seminary e-mail address and to check that address frequently (for mass e-mailings). Students who neglect to check their Grace e-mail account regularly can expect to miss important school and class announcements which can possibly have a negative effect on their program of study. Our desire as a faculty is to provide training for students in the use of electronic tools for Bible study, exegetical investigation, sermon preparation, etc. Therefore, we are requiring that each student have access to a personal computer so that they might use the various electronic tools that are available for a variety of disciplines. In addition, students may be asked to purchase software, in conjunction with certain classes, much as they are asked to purchase books for classes.

Expenses for All Programs

Grace Theological Seminary seeks to provide a quality theological education for all its students. Tuition charges paid by the student cover only a portion of the cost of operating the seminary program. Gifts and grants from individual friends, corporations, and interested churches meet the balance of the expenses. Current tuition rates and fees are available from the Grace Schools Business Office or on the Grace Web site: <http://www.grace.edu/resources/business-office#graduatecosts>

Terms of Payment for Regular Semesters

Grace Theological Seminary provides two payment plans for its courses: (NOTE: These payment options are not available to D.Min. students. D.Min. seminary fees must be paid in full during the week of class.)

Option 1: Pay all semester charges in full two weeks prior to the first day of class of the semester. Payment is made to the Business Office, or you may pay online at grace.afford.com. Visa, Master Card, and Discover credit cards are also accepted.

Option 2: Grace also offers a longer-term payment plan through Tuition Management Services (TMS). This plan allows the student the option of making up to 5 monthly payments to pay off the balance by semester end. The cost of this plan is a \$40 semester enrollment fee. You can also contact TMS at 800-309-1619. One of the above plans must be chosen since no other payment plans are available.

Federal Refund Policy

If a student changes his/her total credit hours for a semester by dropping a class or classes, or officially withdrawing on or before the 60% point in time of the period of enrollment, calculated using calendar days, a portion of the total of Title IV funds awarded a student (Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan, but not Federal Work Study) must be returned according to the provisions of the Higher Education Amendments of 1998. The calculation of the return of these funds may result in the student owing a balance to Grace and/or the Federal government. Questions may be directed to the Office of Financial Aid.

Institutional Refund Policy

Full refund on tuition and fees will be given for classes dropped the first week of the semester session. Tuition refunds for students withdrawing entirely from school will be based on the official date of

action that was recorded by the Registrar's office. It is the student's responsibility to file the proper paperwork within the week class(es) are dropped in order to receive maximum refund as per the published refund schedule. A student who is dropping a class or withdrawing completely from school must go to the Registrar's Office to complete the proper forms. Upon withdrawing from Grace, a pro-rated refund of both charges and financial aid will occur based on the official date of such action. Federal regulations specify that, should a student withdraw from an institution, any amount of a refund must be returned to the Title IV programs funds first, up to the full amounts received.

Refund Schedule – 8 week semester session

Week	% Refund
1	100%
2	50%

Note to residential students taking an Online Course: There are no refunds for online fees after the first Sunday the class begins.

Note to Students receiving student loans: Graduate students must be enrolled at least half-time in order to be eligible for a student loan. Half-time for the seminary means at least three credit hours. A student loan will only be disbursed once it is certain that a student will be enrolled for the minimum credits for half-time. If a student is taking at least three credit hours of class work during the first session of the semester, the loan will be disbursed in week 2 of the first session.

Student Housing

Students ordinarily must make their own living arrangements. Students are often able to rent houses or apartments in the community for \$450–700 per month. Single students can often obtain living quarters for \$200–300 per month, especially if a roommate shares expenses. For those who do not desire to cook, meals are available at Alpha Dining Commons. Information may be secured through the Food Services Office.

Student Financial Aid

Loan programs such as Federal Stafford, and the Direct Federal Loan Policy are available to students who qualify.

The application process for financial aid is as follows:

1. Apply and be accepted as a student at the seminary.
2. File the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1st - Grace Theological Seminary Federal School Code is 001800.

Students are notified on a rolling basis of their financial aid eligibility upon admission to the seminary and completion of the Free Application for Federal Student Aid (FAFSA). However, the preferred deadline for fall semester is June 1. Awards are based on the funding available at the time of the award. It is in the student's best interest to apply for admission and financial aid as early as possible. Financial aid awards will not be offered until the applicant has been officially accepted. A student must be enrolled in four or more credit hours per semester to be considered for federal student aid.

In addition, students must be making satisfactory academic progress to receive institutional and/or federal student aid.

Scholarship and Loan Programs

In order to assist worthy and qualified students, Grace Theological Seminary provides supplemental

financial support through institutional scholarships and federal loan programs. Students enrolled in master's programs may qualify for Grace Theological Seminary scholarships and grants. Some of Grace Theological Seminary's financial aid programs include:

Grace Theological Seminary Scholarship (GTS) is available to students pursuing a master's program. Grace Brethren students can receive \$65.00 per credit hour and non-Grace Brethren students can receive \$50.00 per credit hour. To be considered, the student must submit the GTS Scholarship application by August 1 for fall applicants and January 1 for spring applicants. Awards will remain in effect throughout the entire program.

FGBC Forgivable Loan Scholarship: Grace Seminary, in conjunction with the Grace Brethren Investment Foundation, hosts a yearly scholarship competition which is open to any student willing to serve in a Fellowship of Grace Brethren Churches (FGBC) ministry upon graduation from Grace Theological Seminary. Students who are awarded this grant will receive 33% of their tuition cost for their entire program paid for in what is essentially a three-year forgivable loan. The interview process for the scholarship competition begins in early spring. Students wishing to be considered must have submitted a completed application and be accepted into one of the residential Seminary programs. To schedule an interview please contact Robert Neuffer at neufferr@grace.edu.

Church Matching Program is a program which provides sponsoring churches with a means of encouraging and assisting students attending Grace College and Theological Seminary. Churches are eligible regardless of denomination or affiliation. Grace Theological Seminary will match the church scholarship dollar for dollar up to \$500.00 per student per academic year (\$250 per semester) for students enrolled in four credit hours or more per semester.

Terms of Payment for Summer School

All charges for summer school classes are to be paid in full by the first day of the summer school session.

Responsibility for Payments

Because of the various federal privacy laws, Grace Theological Seminary has adopted the policy of dealing directly with the student on all matters relating to a student's account. No direct billings will be sent to any third party unless arrangements have been made with the Business Office.

Service Charge

Any student account with a past due balance will be subject to a monthly service charge of 1.5 percent of the account balance.

Registration for Courses

With the exception of new students, each student is expected to register for the following semester's classes at the designated time (approximately one month prior to the end of the current semester.) For the student who is continuing studies, failure to accomplish registration by the close of the current semester may result in a \$100.00 late fee being charged to the student's account.

Drops/Adds of Classes

A student may add a class anytime during the first three days of classes in each session of a semester. A student who decides to drop a class (or classes) in which he or she is registered at Grace Theological Seminary, may do so during the first week of each session of the semester.

Drops during the first week of class for each session will result in complete erasure of the dropped class(es) from the student's transcript. Drops by the date designated on the academic calendar as "last day to withdraw from classes with 'W'" will result in a "W" on the student's transcript. Failure to drop a class(es) that is not attended will result in an "F" appearing on the student's transcript for each class(es). Following the first week of classes for each session, there will be no refund of tuition if a class is dropped.

Students wishing to drop a course are always encouraged to contact the Financial Aid Office to understand the financial ramifications of the decision.

Withdrawal from Grace Theological Seminary

Students who desire to discontinue their studies at Grace Theological Seminary are required to officially withdraw from the Seminary. A Withdrawal Form may be found on the Grace Portal. This completed form should be filed with the Registrar upon the decision to withdraw from Grace Theological Seminary. Official Withdrawal Forms filed during the first week of the semester will completely erase the semester's courses from the student's transcript. Withdrawals filed by the date designated on the Academic Calendar as "last day to withdraw from classes with 'W'" will result in a "W" for each class of the semester on the student's transcript. Withdrawing after the last "W" date or failure to submit a Withdrawal Form will result in an "F" for each class in which the student is registered for that semester. Students wishing to withdraw from a course or from the Seminary are encouraged to contact the Financial Aid Office to understand the financial ramifications of the decision.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment. The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination.

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

ACADEMIC POLICIES AND PROGRAMS

GENERAL ACADEMIC POLICIES

Grading system

The seminary employs the following grading scale:

100-93% = A	79-77% = C+	62-60% = D-
92-90% = A-	76-73% = C	59-0% = F

89-87% = B+	72-70% = C-	
86-83% = B	69-67% = D+	I Incomplete
82-80% = B-	66-63% = D	W Withdrawal

A (93-100) Unequivocally superior work. Evidences a consistent commitment to excellence in work ethic, research energy and technique, attentiveness, and responsiveness in class, thinking capacities, and literacy in the subject matter.

B+ (87-89) Decidedly above average work. Evidences an above average level of interest, work

B (83-86) ethic, research energy and technique, attentiveness, and responsiveness in class, thinking capacities, and literacy in the subject matter.

C+ (77-79) Clearly average work. Evidences an average level of interest, work ethic, research

C (73-76) energy and technique, attentiveness and responsiveness in class, thinking capacities,

C- (70-72) and literacy in the subject matter.

D+ (67-69) Obviously below average work. Evidences a lack of interest, diminished work ethic,

D (63-66) minimal research energy and techniques, inattentiveness and unresponsiveness in

D- (60-62) class, little desire or ability to think about the material and minimal literacy in the subject matter.

F (0-59) Not doing passing work. The student evidences a lack of interest, an absence of effort, no energy expended in assignments, and an insufficient literacy in the subject matter.

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

Dropping a Class

A grade of "W" indicates that the student has dropped (withdrawn) from the course before the deadline established by the academic calendar as the last day to withdraw with a "W". Dropping a class or withdrawal from school after that time automatically results in the grade of "F". The Vice President and Dean of the Seminary may grant permission for a grade of "W" after the established deadline due to unusual circumstances.

Student Status

Students who enroll in any degree program are expected to register for each succeeding semester until graduation from that program. A student who does not register for classes during any semester regularly scheduled for his or her program must complete an "Applicant Data Update Form" in order to register for courses following the break in the program.

A student who does not register for classes for two consecutive semesters that are regularly scheduled for his or her program must complete an "Applicant Data Update Form" and a "Pastor's Reference Form" in order to register for courses again.

Any student who does not register for more than two consecutive semesters that are regularly scheduled for his or her program must completely reapply to Grace Theological Seminary. (Doctoral students are exempted from these guidelines).

Those students who, for any reason, are breaking their program of study for a limited period of time must bear responsibility to seek pre-registration materials for subsequent semesters, as well as general information about seminary activities. Schedules of classes may be viewed on the Grace Web site. Materials will not be placed in non-active student mailboxes or sent to them by the school. Non-active students, however, remain on the seminary student e-mail list for one semester and will receive some information by that means.

Incompletes

A grade of "I" (incomplete) may be given at the discretion of the Vice President and Dean of the School of Ministry Studies only under unusual circumstances to indicate that the work done has been of passing grade, but that a small portion is incomplete for some excusable reason. Excusable reasons include family emergencies or extended, debilitating illness. This mark must be removed by meeting the requirements of the teacher prior to the deadline following the end of the semester (dates are noted on the academic calendar) or the incomplete automatically becomes a failure ("F"). No graduating student may receive an extension or incomplete ("I") for any course taken during the semester in which he or she intends to graduate

Grade Point Average (GPA)

Grade points are awarded according to the following scale:

A	4.000*	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667
B	3.000	C-	1.667	F	0

*Points for each semester hour of course work.

A grade point average of 2.0 is required for satisfactory completion of the Certificate or Diploma programs.

Candidates for the Master's programs must attain a grade point average of 2.5 for the entire course of study. A 3.0 grade point average is required for the D.Min. degree.

Repeating Courses

Students may repeat courses taken previously at Grace Theological Seminary. When a course is repeated, the most current grade will be used to calculate the current and cumulative grade point average. However, as a matter of record, the original grade must remain on the student's transcript. The grade to be replaced by the repeat will be noted with "*R" on the transcript; the repeat grade will be signified by "**." This policy applies only to courses (or their equivalents) being currently offered and may be utilized by both current and former students.

Academic Restriction

Academic restriction applies to first semester students who are admitted with a restricted academic status as a result of a low college grade point average or graduation from an unaccredited institution.

A student on academic restriction is limited to no more than nine credit hours for the first semester. Any hours above nine require the approval of the Vice President and Dean of the Seminary. If the required grade point average is not met during the initial semester, the student will be placed on academic probation for the following semester.

Academic Probation

A student failing to complete satisfactory work will be placed on academic probation. Academic probation is based on the cumulative grade point average at the end of each regular semester (not including summer school). Academic probation for degree programs is based on the following minimum requirement scale:

Credit Hours GPA

0-9	2.0
10-19	2.25
20-25	2.50/2.37
36-48	2.37/2.50
Over 49	2.50

Doctor of Ministry students must maintain for each semester the grade point average required for graduation. Diploma and certificate students must maintain a grade point average of 2.0 or above. Transfer students must obtain the appropriate grade point average for their program during their initial semester to avoid academic probation.

A student on probation is expected to improve his or her grade point average each semester until reaching the minimum required GPA. The student will remain on academic probation provided that his or her grade point average is improving until reaching the minimum required GPA. Failure to make progress toward the minimum GPA standards will require that he or she be placed on final academic probation.

Final Academic Probation

A student on academic probation is placed on final academic probation when his or her grade point average for the semester falls below the established scale. He or she is not permitted to take more than nine credit hours during a semester without written permission from the Vice President and Dean of the Seminary.

The following students may be placed on final academic probation at the discretion of the Vice President and Dean of the Seminary:

1. Regularly admitted students who in their initial semester at Grace Theological Seminary obtain a grade point average of less than 1.0.
2. Regularly admitted transfer students who in their initial semester at Grace Theological Seminary obtain a grade point average .500 less than the requirement for their classification.
3. Any student who accumulates a grade point average that is .500 less than the requirement for his or her classification.

Students may appeal the decision to the Vice President and Dean of the Seminary.

At the conclusion of the final probation semester, a student failing to raise his or her grade point average to the appropriate level may be dropped for poor scholarship. Any student who enters the

spring semester of their final year on final academic probation should not expect to graduate in the spring semester.

Students who have been dropped for academic reasons are declared ineligible to return to school for one year. If the student is deemed eligible for readmission, the Admissions Committee, in consultation with the Vice President and Dean of the Seminary, will establish a written agreement between the institution and the readmittee. The student is required to earn a designated grade point average as determined by the committee. Whatever the established grade point average, it must be earned each semester by the readmittee or he or she may be dropped for the second and final time.

Limited Academic Program

If a student is dismissed from Grace Theological Seminary because of low academic achievement, that student may be placed on a part-time program of six credit hours or less at the discretion of the Vice President and Dean of the Seminary. In order to be admitted to this limited academic program, the student must appeal to the Vice President and Dean of the Seminary after being dismissed from seminary. During the semester(s) that the student is in the limited academic program, he or she must continue to show academic improvement. If the cumulative grade point average does not show continued improvement, the student will be dismissed at the end of the semester.

Under this program a student can raise his or her grade point average to the level required for readmission to regular status.

Graduating with Academic Honors

Policy: Students are awarded academic honors based on GPA requirements specified for each academic program and if they have completed at least half their degree credits at Grace College and/or Theological Seminary. Adult, graduate, and seminary programs are awarded honors and are recognized as a group at Commencement. Students with GPAs of 3.75 or higher on a 4.0 scale are designated as *Honors Graduates*.

Application for Graduation

All students are to be in contact with their academic advisor once a semester to review their progress toward program requirements, total hours, and GPA. At approximately the midpoint of the semester prior to the seminary student's final semester, students must make an appointment with their advisor to perform a graduation audit.

Each student pursuing a degree must take full responsibility for meeting graduation requirements. This includes all information in this catalog and the Student Handbook, counseling with an advisor, and being familiar with the policy outlining graduation requirements. All candidates must complete an "Application for Graduation." This form may be found at the Grace Theological Seminary Web site (<http://gts.grace.edu>) and must be filed with the Registrar by the end of the fall semester of the school year in which the student plans to graduate. Applications made after the end of the fall semester will be considered late and a \$150.00 late fee will be charged to the student.

Further graduation information may be found in the Grace College and Theological Seminary *Student Handbook*.

Academic and Other Awards

At the annual commencement ceremony in May, exceptional students in the master's programs may be recognized for outstanding achievement. The excellent achievement may be in academics in various areas of the curriculum, interest in missions, or spiritual maturity, leadership, and Christian

character. To be eligible a student must have completed at least two-thirds of his or her program at Grace Theological Seminary. Recipients are elected by the faculty.

- 1. The Alva J. McClain Award in Systematic Theology:** A cash award and a plaque are given annually to the student who has done the best work in the area of systematic theology during his or her student career at Grace. This award is provided in memory of Dr. Alva J. McClain, Founding President of Grace Theological Seminary and its Professor of Theology from 1937 to 1962.
- 2. The John J. Davis Award in Old Testament:** A cash award and a plaque are given annually to the student who has done the best work in Old Testament language and literature during his or her studies at Grace. This award is granted in honor of Dr. John J. Davis, who served as Professor of Old Testament Studies, Executive Vice President and President of Grace College over a span of 38 years.
- 3. The Homer A. Kent Jr. Award in New Testament:** A cash award and a plaque are given annually to the student who has done the best work in New Testament Greek during his or her student career at Grace. This award is provided in honor of Dr. Homer A. Kent, Jr., who served as Professor of New Testament and Greek, Vice President and Dean, and President of Grace Theological Seminary over a span of 50 years.
- 4. The Russell D. Barnard Award in World Missions:** A cash award and plaque are given annually to the student who has contributed most to the advancement of the cause of missions on the campus during his or her studies at Grace. This award is provided in honor of Dr. Russell D. Barnard, who served as General Secretary of Grace Brethren Foreign Missions for 20 years.
- 5. The Kenneth E. Bickel Award in Expository Preaching:** A cash award and a plaque are given annually by the faculty to the student who evidences the greatest proficiency in the art of expository preaching, as demonstrated in the preaching classes that are part of the seminary curriculum.
- 6. The Faculty Award:** A cash award and a plaque are given annually by the faculty to the graduate who throughout his or her training has been outstanding in spiritual maturity, leadership, and Christian character, and who best exemplifies the ideals of Grace Theological Seminary. This is considered to be the highest honor that the faculty can bestow upon a seminary graduate.

Classification of Students

- 1. Full-time Students:** Full-time students are those enrolled in a degree, diploma, or certificate program for at least eight semester hours of credit during a regular semester.
- 2. Part-time Students:** Part-time students are those enrolled in a degree, diploma, or certificate program for fewer than eight hours of credit during a regular semester. International doctoral degree students achieve full-time status by taking eight semester hours of credit during a regular semester.
- 3. Unclassified Students:** Unclassified students are those who are not pursuing a program (Master's, Certificate or Diploma) for a degree. Unclassified students are restricted to a cumulative total of no more than 12 credit hours. If an unclassified student desires to take more than 12 hours at Grace Theological Seminary or to pursue a program for a degree, he or she must make formal application to the Seminary Admissions Office. A student who qualifies for the D.Min. program may

complete up to two D.Min. classes (eight hours) as an unclassified student before he or she has been fully accepted into the program.

- 4. Auditors:** Pastors, missionaries, other Christian workers, and spouses of seminary students who desire to hear the lectures in a course without undertaking the coursework for credit may be admitted as auditors to selected courses by making proper application with the Seminary Admissions Office. Though no credits or grade points are involved, auditors are required to pay the appropriate fees and to meet class attendance requirements. Those who do not meet attendance requirements will receive the "grade" of "W," whether or not they have officially withdrawn.

Auditing is not permitted for some courses. (This policy is at the discretion of the department or professor involved.) For some courses, auditing is permitted only if the student completes the course assignments as specified by the professor. An auditor may enroll for only one semester as a "full-time" auditor (12 hours or more).

A spouse of a student taking a seminary course for credit may sit in classes without registering as an auditor provided that the permission of the instructor has been secured in advance.

Class Scheduling

Many seminary classes are block scheduled so that they will meet only one or two days per week. This system offers an advantage for pastors or others who must commute some distance. This makes it possible to take a significant class load even when it is difficult to be on campus for more than one or two days per week.

Residential students are permitted to take up to a certain number of courses online if they are available (6 MDiv, 4 MA). If a student is interested in registering for an online course they must first contact the Office of Online Education at heidi.kantenwein@grace.edu to verify that the course is available for registration. Priority registration will be given to MAMs students currently enrolled in the program, unless the required course is only offered as an online option for residential students. Note: Online classes are charged an additional tech fee of \$225 per class.

Attendance Requirements

All students are expected to be faithful in class attendance. Students are required to attend chapels, days of worship and prayer, and other seminary meetings as defined in the *Student Handbook*.

Advising

Each student pursuing a program or a degree will be assigned a faculty advisor. Although the Seminary attempts to provide adequate academic advising, ultimate responsibility for meeting all deadlines and all program and graduation requirements rests with the student.

Course Numbering System

The numbering system for courses indicates their relative sequence and the semester in which the course is usually offered. The alphabetical part of the system indicates the department, program, or subject area as follows:

TH—Christian Theology & Church History

OT—Old Testament Studies

NT—New Testament Studies

PM—Pastoral Studies

MI—Intercultural Studies and World Mission Studies

IM 8000 level—Intercultural Studies Track, Doctoral Program

PM 8000 level—Pastoral Studies Track, Doctoral Program

DI 8000 level—Doctor of Intercultural Studies Courses

Course Schedules

A schedule of courses to be offered in a given semester or summer session is put on the Grace Theological Seminary Web site (<http://gts.grace.edu>) in advance of each registration. The seminary reserves the right to withdraw any scheduled course for which the enrollment is not sufficient to warrant the organization of a class.

ACADEMIC PROGRAMS

Grace Theological Seminary offers degree programs leading to three master's degrees, the Doctor of Ministry (D.Min.) degree, and the Doctor of Intercultural Studies (D.Ics.) degree. The master's degrees are the M.A. in Local Church Studies, the M.A. in Intercultural Studies, and the M.Div. which includes emphases in pastoral studies, intercultural studies, exegetical studies, chaplaincy studies and pastoral counseling. Each master's level program requires apprenticeships that are designed to train students in local ministry or intercultural contexts.

Certificates in Biblical Studies

The Certificate in Biblical Studies is awarded upon completion of a two-year curriculum. These programs emphasize biblical studies, ministry studies, and intercultural studies. Students can request the option to adapt the programs to their own special interests. The Certificate in Biblical Studies also is available in our online format.

Diploma in Theology

The Diploma in Theology is awarded upon completion of a reduced curriculum drawn from the Master of Divinity program. This program is an option for those students desiring to enter pastoral ministry but whose circumstances made the acquisition of a pre-seminary college education impractical. Students may choose to follow a track in Greek or Hebrew studies.

Master of Arts in Intercultural Studies

The Master of Arts in Intercultural Studies is a 48-hour degree program which shares a 24-hour core with all the masters' degrees. The curriculum is designed to prepare students for effective cross-cultural ministry. Courses are offered each summer in May and June to accommodate students in full-time ministry. Advanced standing credit may be obtained for up to twelve credit hours of a 48-hour master's program.

Master of Arts in Local Church Ministry

The Master of Arts in Local Church Ministry is a 48-hour program containing the same 24-hour core of biblical and theological studies. It is designed for those students seeking graduate theological training or associate pastoral ministry. It is not intended as preparation for senior pastoral ministry for which Grace Theological Seminary has designed the Master of Divinity program. Advanced standing credit may be obtained for up to twelve credit hours of a 48-hour master's program. We offer Local Church Ministry as well as two additional concentrations: Camp Administration and Women's Leadership.

Master of Divinity

The Master of Divinity program provides an optimal curriculum in graduate theological study for a preaching and teaching ministry of the Word of God. It is a three-year program requiring 90 hours of study, including a 9-credit-hour apprenticeship. There are five different Master of Divinity concentrations: Pastoral Studies, Intercultural Studies, Exegetical Studies, Chaplaincy Studies, and Pastoral Counseling. Advanced standing credit may be obtained for up to 21 credit hours of the M.Div. program.

Doctor of Ministry

The Doctor of Ministry program is designed to bring further professional development to pastors, missionaries, and other Christian leaders who have at least four years of vocational ministry experience after earning a Master of Divinity degree from an approved seminary (or, in exceptional cases, its equivalent). The curriculum is built around eight one-week seminar modules and a major degree project. The program is designed to enable pastors and other ministry professionals to complete it without leaving their current ministry. Qualified students may pursue the Pastoral Studies concentration. Complete information for this program is available in the Doctor of Ministry Handbook. The handbook and application for this program are available online at www.grace.edu/admissions/apply.

Doctor of Intercultural Studies – English

The Doctor of Intercultural Studies Degree is intended to prepare individuals for positive and influential leadership, relationships of trust, and biblical ministry in intercultural contexts either in denominational or interdenominational structures through study and applied learning in the socio-cultural and theological disciplines of missiology. It provides students with expertise in intercultural issues and missiological strategies and paradigms for effective biblical ministry and for developing cultural intelligence for relevant problem solving in receptor cultures. Complete information for this program is available in the Doctor of Ministry Handbook. The handbook and application for this program are available online at www.grace.edu/admissions/apply.

SPECIAL STUDY PROGRAM

Doctor of Intercultural Studies – Korean

The Doctor of Intercultural Studies program is designed to bring further professional development to Korean missionaries, and other Christian leaders beyond the Doctor of Ministry degree in the area of cross-cultural leadership training, intercultural communication, and areas of social research. The curriculum is built around eight one-week seminar modules, two online courses, and a major degree project. Various elective courses are offered at the approved course delivered sites in eight locations around the world. The program is designed to enable Korean ministry professionals to complete it without leaving their current ministry

For further information, contact the office of Korean Studies at parkrc@grace.edu or visit the Grace Web site at www.grace.edu.

Deploy- Pursue Mastery *without* Pausing Ministry

Deploy uses a competency-based theological education (CBTE) model delivered online and on-site within a ministry context at your local church.

Those with prior education and life experience may master competencies and pass assessments faster than the average student allowing completion at an accelerated pace.

This is seminary at the speed of life – a safe pace designed to minimize disruption to ministry, work, and family priorities. To optimize spiritual formation in the lives of participants. It prepares leaders within your church without creating unnecessary vacancies in your staff. It's where a deeply theological education meets the practical learning laboratory of the local church.

At Grace Theological Seminary we're more committed than ever to our history of teaching the doctrines and infallible Truths of Scripture. We recognize that new challenges on the frontlines of ministry require new delivery systems for training leaders who will influence the future of the local church.

We offer two program options: Master of Divinity and Master of Arts in Local Church Ministry. Program Distinctives and Benefits:

- A partnership with your local church
- Accelerate in the program at any time
- Ministry Mentor/Formation Mentor/Academic Mentor
- Actual Ministry is the Most Practical Education
- Free Digital Library

Fully accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education, and The Commission on Accrediting of the Association of Theological Schools (ATS).

For more information, visit our website www.grace.edu/deploy . You may also contact Gabe Tribbett, Associate Director of Deploy at 888.790.8754 or at his email tribbegj@grace.edu.

MASTER'S LEVEL COURSE PROGRAM DESCRIPTIONS

CERTIFICATE IN BIBLICAL STUDIES - Residential

30 Hours

Purpose of the Program

The Certificate in Biblical Studies program is designed to meet the needs of those whose academic preparation does not qualify them for more extended study, or whose personal circumstances make a longer course impossible or inadvisable. These programs are intended for those individuals who desire to serve the local church or a mission's staff as lay persons or as support personnel, and may be completed either residentially or by distance education.

Program Description

The Certificate programs requires 30 semester hours of approved course work.

Entrance Requirements

A minimum of at least two years of college level education is required for admission, unless the requirement is waived by special action of the Admissions Committee. Holders of the Certificate in

Biblical Studies who subsequently earn a bachelor's degree may have their credits applied toward a degree program. For more information contact the Seminary Admissions Office.

Academic Requirements

A grade point average of 2.0 (on a 4.0 scale) must be earned. No more than 15 credit hours can be accepted in transfer towards the requirements of this program. The Certificate in Biblical Studies suggested curriculum:

TH 5010 Systematic Theology I	3 hrs
TH 5020 Systematic Theology II.....	3 hrs
TH 5090 Hermeneutics	3 hrs
NT 5020 New Testament Introduction – online only	3 hrs
OT 5000 Old Testament Introduction – online only	3 hrs
PM 5040 Interpersonal Comm. and Conflict Management	3 hrs
PM 6600 Principles & Practice of Prayer	3 hrs
PM 6010 Spiritual Formation.....	3 hrs
PM 6210 Expository Preaching and Teaching.....	3 hrs
PM 7000 Leadership in the Local Church.....	3 hrs

Total for Certificate in Biblical Studies Resident Program: 30 hrs

CERTIFICATE IN BIBLICAL STUDIES – Online

30 Hours

Certificate Core: 21 credits

TH 5170 Theological Seminar I.....	3 hrs.
TH 5180 Theological Seminar II.....	3 hrs.
TH 5120 Bible Study Methods.....	3 hrs.
PM 6010 Spiritual Formation.....	3 hrs.
PM 6600 Principles & Practice of Prayer.....	3 hrs.
OT 5065 Old Testament Survey.....	3 hrs.
NT 5320 New Testament Survey.....	3 hrs.

Concentration Core: 9 credits

Choose three of the following:

TH 5290 Historical Development of Doctrine.....	3 hrs.
MI 5540 Ministry & Cultural Diversity.....	3 hrs.
PM 7010 Ministry Leadership.....	3 hrs.
PM 6460 Ministry Philosophy for the Church.....	3 hrs.
PM 6340 Ministry Preaching and Teaching.....	3 hrs.

Total for Certificate in Biblical Studies – Online: 30 hrs.

DIPLOMA IN THEOLOGY

78 Hours

Purpose of the Program

Grace Theological Seminary recognizes that God may lay His hand upon men and women of unusual devotion and ability who are without full collegiate pre-seminary education. They do, however, desire to serve the Lord in a local church ministry and wish to train seriously for such service. Therefore, the seminary makes provision for a limited number of such applicants to be admitted by special action of the Admissions Committee. In general, such applicants have circumstances of life that make the

acquisition of a pre-seminary college education impractical. After successful completion of the prescribed three-year program they may be awarded a Diploma in Theology.

Program Description

The student in the Diploma in Theology program will follow the same general pattern and sequence of courses as the Master of Divinity curricula, although the total number of hours is somewhat reduced. Some may elect to complete the entire Master of Divinity curriculum of 90 credit hours. Students in the Diploma in Theology program may choose to complete the language requirements in either Greek or Hebrew. Otherwise, almost all course requirements are the same as those found in the Master of Divinity, making a total of 78 hours required.

Entrance Requirements

A minimum of at least two years of college level education is required for admission, unless the requirement is waived by special action of the Admissions Committee. Holders of the Diploma in Theology who subsequently earn a bachelor's degree may have their credits applied toward a degree program. For further information contact the Seminary Admissions Office.

Academic Requirements

A grade point average of 2.0 (on a 4.0 scale) must be earned for the Diploma in Theology. A maximum of 40 hours can be accepted in transfer from approved institutions. However, any credits earned through advanced standing or prior learning reduces the number of hours that can be transferred. No more than three tape or correspondence courses can be used toward meeting the requirements of the program.

The Diploma in Theology Curriculum:

Theology: 18 hours

TH 5010 Systematic Theology I	3 hrs.
TH 5020 Systematic Theology II	3 hrs.
TH 5280 History of Doctrine and the Church	3 hrs.
TH 6100 New Testament Theology	3 hrs.
OT 6010 Old Testament Theology.....	3 hrs.
TH 7100 Advanced Systematic Theology.....	3 hrs.

Biblical Interpretation: 15 hrs

TH 5090 Hermeneutics	3 hrs.
TH 5140 Biblical Backgrounds.....	3 hrs.
NT 5020 NT Introduction – online only	3 hrs.
OT 5000 OT Introduction – online only.....	3 hrs.
PM 6210 Expository Preaching and Teaching.....	3 hrs.

Biblical Languages: 12hrs

NT 5110 New Testament Greek I.....	3 hrs.
NT 5120 New Testament Greek II.....	3 hrs.
NT 5140 New Testament Greek III.....	3 hrs.
NT 7040 Greek Exegesis I	3 hrs.

or

OT 6040 Biblical Hebrew I.....	3 hrs.
OT 6050 Biblical Hebrew II.....	3 hrs.

OT 6060 Biblical Hebrew III.....3 hrs.
OT 7040 Hebrew Exegesis I3 hrs.

Cultural Context: 3 hrs.

MI 5050 Intercultural Ministry3 hrs.

Spiritual Formation Core: 6 hrs.

PM 6010 Spiritual Formation.....3 hrs.
PM 6600 Principles & Practice of Prayer.....3 hrs.

Public Ministry and Leadership Core: 12 hrs.

PM 5040 Interpersonal Communication and Conflict Mgmt.....3 hrs.
PM 7000 Leadership in the Local Church3 hrs.
PM 5400 Theological Foundations of Counseling.....3 hrs.

Choose one of the following:

PM 6460 Ministry Philosophy for the Church – online only3 hrs.
Seminary Elective.....3 hrs.

Additional courses: 6 hrs.

PM 6220 Advanced Preaching Seminar3 hrs.
Seminary Counseling Elective – online only3 hrs.

Apprenticeship 6 hrs.

PM 7300 Local Church Apprenticeship3 hrs.
PM 7320 Church Apprenticeship II.....3 hrs.

Total hours for Diploma in Theology: 78 hours

MASTER OF ARTS IN INTERCULTURAL STUDIES

48 Hours

Purpose of the Program

A major part of ministry in God's work today is in an intercultural setting, either in international missions where it is cross-cultural, or in a person's home country where it is multicultural. To prepare people for this kind of ministry, Grace Theological Seminary offers a Master of Arts in Intercultural Studies that is intended to equip students for cross-cultural or multicultural ministry. It is not designed to prepare individuals for the senior pastorate.

Program Description

The Master of Arts in Intercultural Studies is a 48 hour degree program. The curriculum is designed to prepare students for effective cross-cultural ministry.

Courses are offered each summer in May and June to accommodate students in full-time ministry. Advance standing credit may be obtained for up to nine credit hours of the 48-hour master's program.

Entrance Requirements

The candidate must possess a bachelor's degree (or an equivalent in the case of international

students) from an approved institution. Other requirements are outlined in the section under admission policies. For full details contact the Seminary Admissions Office.

Academic Requirements

A cumulative grade point average of 2.5 (on a 4.0 scale) or above for the entire course of study is required for graduation. No more than 24 credit hours of graduate study may be transferred from approved schools. At least 18 credit hours must be taken in residency at Grace Theological Seminary's Winona Lake campus. Up to 12 hours of advanced standing may be applied to this program. Advanced standing credit hours, when combined with transfer credits may not exceed 24 credit hours. Students having had previous theological training may waive theological studies courses and replace them with the electives indicated or additional hours in Area Studies or Missiological Research.

Master of Arts in Intercultural Studies Curriculum

Master Core: 24 hrs

TH 5010 Systematic Theology I	3 hrs.
TH 5020 Systematic Theology II.....	3 hrs.
TH 5090 Hermeneutics	3 hrs.
TH 5140 Biblical Backgrounds	3 hrs.
NT 5020 New Testament Introduction – online only	3 hrs.
OT 5000 Old Testament Introduction – online only	3 hrs.
PM 6600 Principles and Practice of Prayer	3 hrs.
PM 6010 Spiritual Formation.....	3 hrs.

Intercultural Concentration: 18 hrs

MI 6030 Intercultural Communication.....	3 hrs.
MI 6060 Applied Cultural Anthropology	3 hrs.
MI 6090 Principles of Contextualization** July module, odd years.....	3 hrs.
MI 6080 Teamwork and Leadership in Missions	3 hrs.
MI 5010 Biblical Theology of Missions May module, odd years	3 hrs.

Choose one of the following:

MI 5120 Eastern World Religions	3 hrs.
MI 5130 Middle Eastern World Religions	3 hrs.

****Prerequisite of MI 6060 Applied Cultural Anthropology**

Apprenticeship: 6 hrs.

MI 7290 Intercultural Apprenticeship.....	6 hrs.
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Total hours for Master of Intercultural Studies Program: 48 hrs.

MASTER OF ARTS IN LOCAL CHURCH MINISTRY

48 Hours

Purpose of the Program

Since there are a number of students who legitimately desire to pursue theological studies without fulfilling requirements from the Master of Divinity curriculum, Grace Theological Seminary offers a 48-credit-hour program in theological, ministry, and biblical background studies. The following types of students are encouraged to consider this program:

1. Those already having had several years of vocational ministry experience who desire further theological study in order to be better prepared for a pastoral role.
2. Bible college graduates having had Greek and at least 12 credit hours of pastoral ministry-related courses (including an internship).
3. Students desiring additional theological study for their particular non-pastoral ministry field. Students desiring to prepare for vocational pastoral ministry or missionary service are encouraged to enroll in one of the Master of Divinity programs.

Program Description

This degree in Local Church Ministry requires 48 semester hours of graduate work including 24 hours of theology and biblical interpretation, 18 hours of ministry studies, and six hours of local church apprenticeship. Students may choose from two additional concentrations: Camp Administration and Women's Leadership.

Entrance Requirements

Prerequisites for enrollment in the Master of Arts in Local Church Ministry program are outlined in the section under admission policies. The candidate must possess a bachelor's degree (or an equivalent in the case of international students) from an approved institution. For full details, contact the Seminary Admissions Office.

Academic Requirements

A cumulative grade point average of 2.5 or above for the entire course of study is required for graduation. No more than 24 credit hours of graduate study may be transferred from approved schools. Any credits earned through advanced standing will reduce the number of hours that may be transferred. Up to 12 hours of advanced standing may be applied to this program.

Master of Arts in Local Church Ministry Curriculum

Master's Core: 24 hrs

TH 5010 Systematic Theology I	3 hrs.
TH 5020 Systematic Theology II	3 hrs.
TH 5090 Hermeneutics	3 hrs.
TH 5140 Biblical Backgrounds	3 hrs.
NT 5020 New Testament Introduction – online only	3 hrs.
OT 5000 Old Testament Introduction – online only	3 hrs.
PM 6600 Principles and Practice of Prayer	3 hrs.
PM 6010 Spiritual Formation.....	3 hrs.

Practical Concentration: 18 hrs.

MI 5050 Intercultural Ministry.....	3 hrs.
PM 6210 Expository Preaching and Teaching.....	3 hrs.
PM 7000 Leadership in the Local Church.....	3 hrs.
PM 5040 Interpersonal Communication & Conflict Management.....	3 hrs.
TH 5280 History of Doctrine and the Church.....	3 hrs.

Choose one of the following:

PM 6460 Ministry Philosophy for the Church – online only	
Seminary Elective.....	3 hrs

Apprenticeship: 6 hrs

PM 7300 Local Church Apprenticeship.....	3 hrs
PM 7320 Church Apprenticeship II.....	3 hrs

Total hours for Master of Arts in Local Church Ministry Program: 48 hrs

Camp Administration Concentration in the M.A. in Local Church Ministry

This course will help to prepare participants for effective ministry in Christian camping or related fields, in partnership with Camp Forest Springs. The program strengthens Christian leadership qualities through classroom instruction, informal discussion, and hands-on experiences.

MI 5050 Intercultural Ministry.....	3 hrs
PM 6460 Ministry Philosophy for the Church.....	3 hrs
*PM 6210 Expository Preaching and Teaching.....	3 hrs
*PM 7000 Leadership in the Local Church.....	3 hrs
*PM 5040 Interpersonal Communication & Conflict Management.....	3 hrs
TH 5280 History of Doctrine and the Church.....	3 hrs

Apprenticeship: 6 hrs

*PM 7300 Local Church Apprenticeship.....	6 hrs
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Total hours for M.A. in Local Church Ministry, Camp Administration Program: 48 hrs

* A.S. Camp Forest Springs. 12 hours of Advanced Standing is given for Camp Forest Springs LTD Program to be completed on location. (Leadership, Training & Development) <http://campforestsprings.org/ltd/program-overview> Students must be accepted & complete LTD program prior to beginning the Grace courses.

Women’s Leadership Concentration in M.A. in Local Church Ministry

Grace College and Seminary and Women of Grace U.S.A. are partnering to provide this degree opportunity for women who are already in ministry and are looking for quality training to develop their leadership skills. The Women’s Leadership Studies program is for women who desire interaction and challenge from others within ministry. This new program will help women to grow in their personal awareness of strengths and weaknesses as a leader in a Christian ministry setting. This program will also help these women develop both ministry values and skills to make genuine connections with

others in order to experience God's love through spiritual friendships and community. Women in this program will gain leadership skills related to the organization and administration of ministry programs in church, para-church and mission environments while internalizing a biblical worldview of dependency on God.

All courses below are offered as weekend seminars: 15 hrs.

- PM 5070 Equipping Others for Ministry.....3 hrs.
- PM 5340 Women and Scripture.....3 hrs.
- PM 5550 Biblical Foundations of Leadership.....3 hrs.
- PM 5730 Soul Care in Leadership.....3 hrs.
- PM 5040 Interpersonal Communication & Conflict Management.....3 hrs.

Electives: 6 Credits

Choose one of the following:

- MI 5050 Intercultural Ministry.....3 hrs.
- TH 5280 History of Doctrine and the Church.....3 hrs.

Apprenticeship: 6 Credits

- PM 7300 Local Church Apprenticeship.....6 hrs.

Total hours for M.A. in Local Church Ministry – Women's Leadership Program: 48 hrs.

MASTER OF DIVINITY

90 Hours

Purpose of the Program

The Master of Divinity program provides a basic three-year curriculum in graduate theological study for those preparing for a preaching and teaching ministry of the Word of God. This program is designed to furnish a broad foundation for people entering the pastorate, church-related counseling ministries, intercultural ministry, Christian education, and related types of Christian service. Students may choose from five concentrations: pastoral, pastoral counseling, intercultural studies, exegetical studies, and chaplaincy studies.

Program Prerequisite

The candidate must possess a bachelor's degree, or an equivalent in the case of international students, from an approved institution.

Residence Requirements

The candidate must complete the three-year curriculum prescribed by the seminary, comprising a minimum of 90 semester hours of credit, with a grade point average of not less than 2.5 (on a 4.0 scale) for the entire period. Students transferring from other schools may be granted a maximum of 45 semester hours of credit, providing that the work conforms to the academic standards and curricular requirements of this seminary.

Up to 21 hours of advanced standing may be applied to this program. Credits earned through advanced standing reduce the number of hours that can be transferred.

Language Requirements

Students may earn advanced standing credit toward New Testament Greek I, II, and III as well as Biblical Hebrew I, II, and III. Competency tests are required to assess the student's proficiency in the

languages. Students with previous experience in Greek and/or Hebrew who feel the need to review are encouraged to audit New Testament Greek I and Biblical Hebrew I and then take for credit the subsequent New Testament Greek and Biblical Hebrew courses.

Candidacy Requirements

After completing approximately 45 credit hours towards a Master of Divinity degree, qualified students will advance to a level of M.Div. candidacy in order to be eligible to continue in the program. An application for candidacy status must be completed during the same semester in which the student is planning to reach the 45 credit hour level. Matters for consideration include the student's academic record, evidence of Christian maturity, doctrinal commitments, ministry orientation, and relational skills. For complete details the student should consult the *Student Handbook*.

Pastoral Studies Concentration of The Master of Divinity

Students seeking preparation for general pastoral ministry, particularly the role of senior pastor and the responsibility for the theological and administrative leadership of a local church in the United States, are encouraged to pursue the Master of Divinity with a pastoral studies concentration. There is a strong component of practical field experience built into the requirements.

Pastoral Studies Concentration of the Master of Divinity Curriculum: 15 hrs.

- TH 7100 Advanced Systematic Theology 3 hrs.
- PM 6210 Expository Preaching and Teaching 3 hrs.
- PM 6220 Advanced Preaching and Teaching 3 hrs.
- PM 7120 Local Church Ministry in the 21st Century 3 hrs.
- PM 5400 Theological Foundations of Counseling 3 hrs.

Apprenticeship: 9 hrs

- PM 7300 Local Church Apprenticeship.....3 hrs.
- PM 7320 Local Church Apprenticeship II.....3 hrs.
- PM 7400 Local Church Apprenticeship III.....3 hrs.

Total hours for Master of Divinity in Pastoral Studies Program: 90 hrs.

Intercultural Studies Concentration of The Master of Divinity

M.Div. students with an intercultural studies concentration take a 9 credit hour Cross-Cultural Internship(Apprenticeship) as part of the regular 60-hour core curriculum and 18 hours of intercultural studies classes, in addition to up to 12 hours of electives. This helps students to prepare more strategically for cross-cultural and multicultural ministries in missions or urban settings. Many ministries in today's world, with its mosaic of cultures and worldviews, require tools and understanding that this curriculum in intercultural studies seeks to provide.

Cross-Cultural Internship

The 9 credit hour internship will involve a guided culture discovery program and experience in various ministries. This internship can be completed after all course prerequisites and on-campus course requirements have been met. The requirement may be waived if the student can demonstrate adequate cross-cultural experience or is taking this M.Div. program outside his or her own culture.

Intercultural Studies Concentration: 15 hrs.

MI 5010 Biblical Theology of Mission	3 hrs.
MI 6030 Intercultural Communication.....	3 hrs.
MI 6060 Applied Cultural Anthropology	3 hrs.
MI 6090 Principles of Contextualization**.....	3 hrs.

Choose one of the following:

MI 5120 Eastern World Religions	
MI 5130 Middle Eastern World Religions	3 hrs.

Apprenticeship: (Cross-cultural Internship) 9 hrs.

MI 7300 Intercultural Apprenticeship.....	9 hrs.
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**** Prerequisite of MI6060 Applied Cultural Anthropology**

Total hours for Master of Divinity in Intercultural Studies Program: 90 hrs.

Pastoral Counseling Studies Concentration of the Master of Divinity

The M.Div. in Counseling is designed for those who desire to be involved primarily in a counseling ministry, but who also want a solid biblical and theological foundation upon which to build their perspectives and practices of counseling. This degree program is intended especially for those who desire to minister through counseling under the auspices of the local church. The program is not structured to prepare an individual to fill the position of the senior pastor who carries the primary preaching and administrative responsibilities of a local church, nor is it designed to equip the student for licensure as a professional counselor.

Counseling Practicum

M.Div. students with a pastoral counseling concentration are given the flexibility to design their apprenticeship in a way that fits their future goals best. Either in a local church setting, pastoral counseling or a little of both.

The following courses (PMXXXX) are offered as online courses through the Graduate Department of Counseling and Interpersonal Relations. Note: Students are responsible to pay the additional online tech fees. Please check scheduling in that department to see which semester (fall or spring) the courses are offered.

Counseling Studies Concentration of the Master of Divinity Curriculum: 18 hrs.

PM 5400 Theological Foundations of Counseling.....	3 hrs.
PM 5330 Counseling Theories	3 hrs.
PM 5520 Counseling Methods & Techniques	3 hrs.
PM 5800 Pre-Marital & Marital Counseling	3 hrs.
PM 6440 Counseling Common Problems	3 hrs.

Apprenticeship: 6 hrs.

PM 7300 Local Church Apprenticeship	3 hrs.
PM 7320 Local Church Apprenticeship II.....	3 hrs.

Total hours for Master of Divinity in Pastoral Counseling Program: 90 hrs

Exegetical Studies Concentration of the Master of Divinity

The Master of Divinity in Exegetical Studies is especially appropriate for those students who already have substantive experience in pastoral or missionary ministry and who desire advanced biblical language training in accordance with their personal giftedness and with the present or future needs of their particular ministry.

Exegetical Studies Concentration: 18 hrs.

TH 5140 Biblical Backgrounds.....	3 hrs.
NT 7050 Greek Exegesis II.....	3 hrs.
NT 7420 Advanced Greek Exegesis.....	3 hrs.
OT 7050 Hebrew Exegesis II.....	3 hrs.
OT 7420 Advanced Hebrew Exegesis	3 hrs.

Choose one of the following:

NT 7020 New Testament Research Project	
OT 7020 Old Testament Research Project.....	3 hrs.

Apprenticeship: 6 hrs.

PM 7300 Local Church Apprenticeship.....	3 hrs.
PM 7320 Local Church Apprenticeship.....	3 hrs.

Total hours for Master of Divinity in Exegetical Studies Program: 90 hrs.

Chaplaincy Studies Concentration of the Master of Divinity

The Master of Divinity in Chaplaincy Studies is designed to prepare students who feel called to provide spiritual support and guidance outside the local church context. The degree will provide a solid biblical and theological underpinning as well as a balanced training in pastoral counseling skills and intercultural studies. This will provide a solid foundational training that prepares individuals for ministry in military, hospital, sports, marketplace and prison settings.

Chaplaincy Studies Concentration: 15 hrs

PM 5400 Theological Foundations of Counseling.....	3 hrs.
PM 5800 Pre-marital & Marital Counseling.....	3 hrs.
PM 6440 Counseling Common Problems.....	3 hrs.
TH 5070 Apologetics in a Postmodern World.....	3 hrs.

Choose one of the following

MI 5300 Encountering Islam.....	3 hrs.
MI 5120 Eastern World Religions.....	3 hrs.
MI 5130 Middle Eastern World Religions.....	3 hrs.

Apprenticeship: 6 hrs.

PM 6990 Chaplaincy Practicum.....	6 hrs.
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Total hours for Master of Divinity in Chaplaincy Studies Program: 90 hrs.

DOCTOR OF MINISTRY – 36 CREDIT HOURS

Pastoral Studies Concentration

Purpose of the Program

The Doctor of Ministry program at Grace Theological Seminary is designed to enhance professional competence by expanding upon an initial foundation of theology training and ministry experience, to enable those in vocational ministry to personally and professionally develop strengths, address areas of weakness, and increase overall leadership effectiveness.

In order to achieve this purpose, the Doctor of Ministry program intends to purposefully engage learners in an overall program to accomplish growth in the following four areas:

1. PERSONAL GROWTH

Through self-assessment and exploration of personal values doctoral learners will receive substantial guidance and stimulation toward personal growth, enabling the learner to:

- a. enhance their people skills and relationships,
- b. assess and expand their resilience in ministry, and
- c. improve both personal and professional leadership confidence

2. MINISTRY SKILLS

Through the provision of additional ministry training and post-seminar projects doctoral learners will be challenged to:

- a. analyze and assess the contemporary church setting in order to more effectively meet the needs of those in the congregation without compromising the timeless truth of Scripture.
- b. critique personal and cultural biases in order to grow in the ability to serve the Lord and His Church in the specific ministry setting in which they find themselves

3. CULTURAL RELEVANCE

Through an increased awareness of cultural issues and trends impacting the church as well as the intercultural complexity of ministry doctoral learners will be able to:

- a. give evidence of a cross-cultural understanding of leadership and the need for critical analysis in the area of contextualizing ministry from one group to another or one culture to another.
- b. analyze and evaluate the unique aspects of the group or culture for which they are responsible and determine an effective approach to ministry which fits that group or culture.

4. THEOLOGICAL APPLICATION

Through review and further deliberation on scriptural truth and theological trends doctoral learners will be expected to:

- a. Analyze modern trends in theology from a presuppositional and theological perspective to identify the benefits or dangers in those trends.
- b. Interact with key theological issues that not only are "hot" topics in our day but also are significant issues for the evangelical church.
- c. Develop a means to communicate their evaluation in a manner that irenically engages the issues and educates their constituents in the significant theological trends of our day.

Admission to the Doctor of Ministry Program

These requirements are in addition to the General Admission Policies for Grace Theological Seminary found in this catalog.

To be eligible for consideration for the Doctor of Ministry program, the applicant must fulfill the following prerequisites in addition to the general guidelines for application as described in the regular catalog of the seminary.

1. An applicant must have obtained a Master of Divinity degree or its equivalent* from an approved institution as determined by the D.Min. Committee. A minimum cumulative grade point average of 3.0 (on a 4-point scale) in the applicant's previous academic work is required. A limited number of students may be admitted under academic restriction by action of the D.Min. Committee, but they must maintain the grade point average required for candidacy (3.0) to continue in the program.

*M.Div. equivalency includes:

1. A completed bachelor's degree.
2. A completed master's degree.
3. 72 hours of graduate theological training. Of the 72 hours of graduate theological training, 30 hours must have been earned in the following content areas:

Content Areas	Semester Hours
Christian Theology	9 hrs.
Biblical Interpretation	3 hrs.
Old Testament	6 hrs.
New Testament	6 hrs.
Practical Ministry <i>Choose any two below:</i> 1. Pastoral Counseling 2. Intercultural Ministry 3. Leadership 4. Preaching	6 hrs.

Pastoral Studies Concentration Only Additional Requirement	
Biblical Hebrew or Greek	3 hrs.

Evaluation of equivalency for the M.Div. degree is carried out by the D.Min. Committee. A request for evaluation, including transcripts, should be sent to the Seminary Enrollment Office.

2. Applicants must currently be serving in a vocational ministry, with at least three years in full-time professional ministry since completing the M.Div. or its equivalent. Exceptions to this policy will be considered by the D.Min. Committee in the case of applicants who have acquired at least ten years of full-time professional ministry experience prior to and during their M.Div. or its equivalent.
3. Applicants must provide an endorsement from their local church and, if applicable, the Christian organization under which they serve. This endorsement should indicate:

- (a) the quality and characteristics of their ministry, and
 - (b) the encouragement and support of the ministry organization under which they serve to allow time to complete the Doctor of Ministry program, as well as opportunity to implement goals and strategies developed during the time of study.
4. Prospective students will also provide a word processed statement that provides details of
 - (a) their conversion,
 - (b) call to ministry,
 - (c) philosophy of ministry,
 - (d) assessment of personal strengths and weaknesses,
 - (e) objectives in pursuing a D.Min. degree and
 - (f) a resume of all previous positions in Christian ministry.
 5. Spouses of prospective D.Min. students are asked to complete a statement indicating their support of the applicant's enrollment in doctoral level studies.
 6. Three references are to be provided from those qualified to give a current assessment of the applicant's ministry effectiveness (e.g., immediate supervisor, colleagues, church leaders, etc.).
 7. In addition, the D.Min. Committee may, at its discretion, require:
 - (a) a personal interview with the committee or its authorized representative;
 - (b) standardized testing to assist in determining the applicant's potential for work at the doctoral level.

Note: Grace Seminary does not discriminate on the basis of race, color, sex, national or ethnic origin in the administration of its admissions, academic, and employment policies.

PROGRAM REQUIREMENTS

Course Numbering System

The Doctor of Ministry courses are numbered from 8000–8990. The letter prefix indicates the program of study:

PM 8000–8990 = Pastoral Studies Concentration

The courses that are offered on a regular basis are listed in this catalog. Contact the Registrar's office or access the Grace Seminary Web site: (<http://www.grace.edu/wp-content/uploads/2018/03/Doctoral-Seminar-Registration-Form.pdf>) for upcoming seminars.

Program Description

Each student must complete a total of 36 credit hours. This includes eight seminar units (four credit hours each) and a Professional Project at the conclusion of seminar studies (four credit hours). Each seminar unit involves:

1. Completion of 2000–3000 pages of reading and/or writing assignments in advance of the seminar. Pre-course assignments are available approximately 90 days before the beginning of each seminar. In order to receive pre-course assignments, students should provide the Seminary Administrative Office with a \$250 non-refundable deposit for the applicable seminar and request the pre-course assignments at that time.

2. Satisfactory attendance and participation in the one-week intensive seminar.
3. A post-seminar project turned in within 12 weeks of the completion of the seminar.

Students pursuing the **Pastoral Studies** Concentration are required to take the following six classes:

PM 8100 The Effective Communicator.....	4 hrs.
PM 8510 Foundations for Ministry.....	4 hrs.
PM 8260 Current Theological Issues.....	4 hrs.
DI 8150 Contextualization for Meaningful Ministry.....	4 hrs.
DI 8280 Methods of Social Research.....	4 hrs.
PM 8990 D. Min Professional Project Pastoral Studies.....	4 hrs.

The remaining 12 credits are the choice of the student.

Total hours for Doctor of Ministry, Pastoral Studies: 36 hrs.

A ministry-related Professional Project (PM 8990), supervised by a mentor assigned by the faculty of Grace Seminary, must be completed after satisfactorily meeting all seminar requirements. The Professional Project is required of all D.Min. students.

Prospective students should secure the *Doctor of Ministry Handbook* (see <http://gts.grace.edu>) for full details regarding the required D.Min. Professional Project.

Academic Requirements

All general academic requirements outlined elsewhere in this catalog apply to the Doctor of Ministry program. The D.Min. Committee may place any student who receives a grade of less than a "B-" in any seminar on academic probation. A student's program may be terminated by the D.Min. Committee if a grade of less than a "B-" is earned in two or more seminars. As an advanced ministry degree, the highest levels of academic, spiritual, and ministry expectations will be required. Students failing to meet these objectives of the program may be discontinued in the program.

Courses from Other Institutions

Grace Seminary students can receive credit for a total of two D.Min. courses (8 hrs. total) from another accredited seminary. Please note the three mutually exclusive options: 1. Upon admission to Grace, students can transfer up to two courses from another seminary. 2. Upon admission to Grace, students can transfer one course from another seminary and enroll in one course at another seminary after admission to Grace. 3. After admission to Grace, students without transfer credit can enroll in up to two courses at another seminary.

Transfer of Credit

Grace Seminary students can receive credit for a total of two D.Min. courses (8 hrs. total) from another accredited seminary. Please note the three mutually exclusive options: 1. Upon admission to Grace, students can transfer up to two courses from another seminary. 2. Upon admission to Grace, students can transfer one course from another seminary and enroll in one course at another seminary after admission to Grace. 3. After admission to Grace, students without transfer credit can enroll in up to two courses at another seminary.

Program Continuation

The intent of the D.Min. program continuation policy is to encourage godly stewardship of time and resources and to motivate each student to make timely progress toward graduation. Students who

are less than seven years into the program and have not registered for a D.Min. course or the Professional Project will be enrolled in "Continuing Registration" each spring and fall semester in order to keep their email accounts active as well as their access to campus materials. "Continuing Registration" status is allowed for one year. The fee is \$100.00 per semester.

The "Continuing Registration" fee may be waived based upon the following circumstances:

1. The student registers for a D.Min. seminar or the Professional Project.
2. The student suffers an incapacitating illness or injury.
3. The student experiences a change in ministry which requires a time of adjustment.
4. The student serves as a missionary outside the U.S. precluding attendance on campus except during furlough periods.
5. The student has already taken all of the courses offered in a given semester.
6. Other extenuating circumstances warranting continuing registration as determined by the D.Min. Committee.

After one year of "Continuing Registration" status, students must indicate in writing to the D.Min. Director their plans to continue or discontinue their program of study. If they plan to continue, they must register for at least one seminar per year throughout the duration of the program. If they plan to discontinue their program of study or fail to register for at least one seminar per year throughout the duration of the program, they must submit a Program Withdrawal Form.

Program Completion

The intent of the D.Min. program completion policy is to encourage timely progress toward graduation. The Doctor of Ministry Committee believes that four to seven years is sufficient time to complete the program. D.Min. course content is often revised to stay current with the latest research. Students who prolong program completion may find that courses taken early in the program may not be as up to date as courses taken later in the program and, therefore, may be asked to re-take courses.

If not finished at the end of seven years, students must write to the D.Min. Committee through the Director to request a one-year program extension. If granted, Grace Seminary will assess a charge of \$250.00 per semester if the student does not register for a module or the Professional Project within the year of extension. Students who do not apply for an extension after seven years will be asked to submit a Program Withdrawal Form.

The program extension charge may be waived based upon circumstances such as the following:

1. The student registers for a D.Min. seminar or the Professional Project.
2. The student suffers an incapacitating illness or injury.
3. The student experiences a change in ministry which requires a time of adjustment.
4. The student serves as a missionary outside the U.S. precluding attendance on campus except during furlough periods.
5. The student has already taken all of the courses offered in a given semester.
6. Other extenuating circumstances warranting a one-year extension as determined by the D.Min. Committee.

Students who still have not completed the program after a one-year extension will be asked to submit a Program Withdrawal Form. Students who wish to be readmitted into the program must submit a petition in writing to the D.Min. Program Director explaining clearly and concretely how they plan to complete the program in a timely manner. If the D.Min. Committee approves the petition, the student

must file a Readmit Form with the Seminary Admissions Office. If readmitted, the student may be asked to register for up to two seminars per academic year or the Professional Project.

Independent Study

D.Min. students are allowed to take one independent study course (4 hrs.) with a Grace Seminary professor. The tuition amount for an independent study course is identical to that charged for a traditional D.Min. course.

Continuing Education

Pastors, missionaries, and other vocational Christian workers desiring to audit a seminar are invited to register as unclassified students and pay the audit fee. Graduates of Grace's D.Min. program may attend classes on an informal basis for \$100. A schedule for upcoming seminars may be obtained on the Grace Web site (<http://gts.grace.edu>) or from the Director of the Doctor of Ministry program.

Note: Normally, scheduled Doctor of Ministry seminars will be conducted only if a minimum of six degree students have pre-registered for that seminar.

Provisional Admission Students

A student who qualifies for the Doctor of Ministry program may complete up to two D.Min. seminars (eight hours) as a "provisional admission" student before he or she has been fully accepted into the program.

Full-time Students

Full-time doctoral students are those enrolled in a doctoral level program for at least eight semester hours of credit during a regular semester. The exceptions to this are the international doctoral students. Full-time status for international students in a doctoral degree program at Grace Theological Seminary is achieved by taking eight semester hours of credit during a regular semester.

Tuition and Fees

Current Doctor of Ministry tuition rates may be obtained from the Grace Schools Business Office or from the Grace Seminary Web site (<http://gts.grace.edu>). D.Min. seminary fees must be paid in full during the week of class.

A non-refundable \$250 deposit paid 90 days before the beginning of each seminar (to register and receive pre- course assignments) will be applied toward the tuition. As indicated above, D.Min. students are required to pay the remaining seminar tuition in full during the week of class.

The fee for the Professional Project (seminar) must be paid by the student at the outset of the semester during which he or she registers for the Professional Project (by January 15 of the year of graduation).

Financial Aid

Church-Matching Scholarships are available to D.Min students, as are Federal Student Loans. Please contact Grace's Financial Aid Office (ext. 6162) for further information.

Graduation Requirements

In order to graduate from Grace Theological Seminary with the Doctor of Ministry degree a candidate must:

1. Complete eight seminars (32 credit units) with a grade of "B-" or above in each seminar.

2. Pass an oral review for candidacy, if requested by the D.Min. Committee.
3. Complete the ministry-related Professional Project (four credit hours).
4. Have no outstanding financial obligation to Grace Theological Seminary.
5. Complete the following graduation procedures:
 - Register for the Professional Project by contacting the Administrative Assistant for the Seminary on or before Jan. 15 of the school year of his or her graduation. The Professional Project will be well underway by this time and is to be completed during the spring semester of the graduation school year of the student. Professional Projects may not be completed during the summer to qualify toward graduation during the same school year. (See complete Professional Project schedule as set forth in the *Doctor of Ministry Handbook*.)
 - Complete the online "Application for Graduation." This form may be found on the Grace portal and must be completed by December 15 of the year immediately before the year of the student's graduation. Applications received after this date will be considered late and a \$150 late fee will be charged to the student.
 - Each student pursuing the Doctor of Ministry degree must take full responsibility for meeting graduation requirements.

It should be noted that there are two possible completion dates for a graduating student: December and May

DOCTOR OF INTERCULTURAL STUDIES

48 Hours

Purposes of the Degree

The Doctor of Intercultural Studies Degree is intended to prepare persons for positive and influential leadership and relationships in intercultural ministry situations either in denominational or interdenominational structures. It provides students with expertise in intercultural issues and missiological strategies and paradigms for effective ministry. It also prepares students for research and teaching in the socio-cultural disciplines of Missiology.

Primary goals of the Program

Students in the D.lcs. degree program will exhibit a mastery of the various disciplines associated with the program by writing an approved course project at the end of each course. This project will apply their mastery of the discipline to a case study of an existing problem, controversy, or quandary in a real-life context.

Students in the D.lcs. degree program will demonstrate an advanced understanding of the relationship of theological studies to missiology in course projects concerning cross-cultural morality and ethics, cross-cultural conflict management, theology of mission, world and New Testament strategies for mission.

Students in the D.Ics. degree program will demonstrate a complex perception of cross-cultural leadership skills through written projects in the areas of contextualization of leadership and administration in mission.

Students in the D.Ics. degree program will demonstrate an appreciation for and comprehension of the difficulties of cross-cultural understanding and relationships in both professional and ministry situations in research papers dealing with intercultural communication, contextualization, and applied cultural anthropology.

Students in the D.Ics. degree program will demonstrate an understanding of and skill in socio-anthropological research and teaching in a project for the course in social research and the writing of an approved dissertation for the degree. The dissertation research will be a comprehensive study of a problem related to effective mission enterprise in a specified cultural context or area of ministry.

Modular Studies

The Doctor of Intercultural Studies program is an advanced degree designed to bring further professional development to Christian leaders, pastors, church planters, and missionaries who have vocational ministry experience and a foundation of theological studies. The curriculum is built around one-week seminar modules, reading and writing assignments and a professional research project. The programs are structured to enable pastors and other ministry leaders to complete the degree without leaving their current ministries. The Doctor of Intercultural Studies program is for advanced studies in the numerous areas of missiology. The Doctor of Intercultural Studies program requires 10 modules and an in-depth research project.

Transfer of Credits and Partnership Programs

Grace Theological Seminary accepts the transfer of credits for doctoral courses from approved seminaries. Up to one half of the credits may be transferred to Grace for the student to graduate with a Grace degree. Grace accepts a Master of Divinity degree or its equivalent from any approved Korean or U.S. seminary as the prerequisite for doctoral studies at Grace. Transfer of doctoral credits from unaccredited seminaries is subject to the approval of the Doctoral Committee at Grace Theological Seminary.

Admission to the Doctor of Intercultural Studies Program

Basic Academic Requirements

To be eligible for consideration for the Doctor of Intercultural Studies Program, an applicant must have obtained a Master of Divinity degree or its equivalent from an approved institution as determined by the D.Ics. committee. A minimum cumulative grade point average of 3.0 (on a 4-point scale) in his/her previous academic work is required. A limited number of students may be admitted under academic restriction by action of the D.Ics. Committee, but they must maintain the grade point average required for candidacy to continue in the program.

Experience Prerequisite

To be eligible for admission to the D.Ics. Program, the applicant must have completed at least four years in full-time professional intercultural ministry after earning an M.Div. degree or its equivalent. The D.Ics. Committee must approve any waiver of these requirements.

Required Statement

Prospective students will also provide a typewritten statement of five to eight pages, including their conversion experience, call to ministry, philosophy of ministry, assessment of personal strengths and weaknesses, and objectives in pursuing a D.Ics. degree. A résumé of all previous positions in Christian ministry will also be required.

Application and References

An application may be secured from the Grace College & Seminary website, <https://www.grace.edu/admissions/>. An application packet may be secured from the Seminary Recruitment Office. The packet includes complete instructions on application procedures. Materials to be submitted to the Graduate Admissions Office include the following:

1. The application form with all applicable questions answered in full, including an attached written testimony of the student's conversion and spiritual growth over the past few years.
2. A non-refundable \$25 application fee.
3. One recent photograph of the applicant.
4. A reference form from a mission agency supervisor or Grace Theological Seminary approved local course coordinator.
5. A reflection paper of five to seven pages concerning areas of interest and concern in the field of Intercultural Studies and the applicant's purpose in pursuing and expectations of the Doctor of Intercultural Studies Degree.
6. Official transcripts from all colleges and/or seminaries attended.

International Students

Students who are not U.S. citizens and who have completed a Master of Divinity degree or its equivalent with a high academic standing are encouraged to apply to the Doctor of Intercultural Studies Program. Such students should be aware, however, that the seminary has limited scholarships and no living subsidies for international students.

In addition to the normal application procedures, applicants from other countries must meet the following requirements:

1. The applicant is required to secure and complete a pre-application from the Seminary Recruitment Office on which he or she gives preliminary verification of financial ability to meet the cost of the D.ICS. Degree Program, including living expenses. A full application for admission will be processed only when this information is supplied.
2. A full application is to be submitted with all the appropriate accompanying material. With the regular materials the student must also supply a certificate showing evidence that he or she has adequate resources for his or her own program of studies in the United States as well as for any dependents, whether they come with the student or remain in the home country. If the applicant is unable to certify that he /she has personal funding adequate for such purposes, he/she must secure a statement from some responsible organization or individual willing to guarantee the support and care of the dependents, as well as the round-trip tickets and educational and living expenses while in the United States. Grace Theological Seminary will not issue the Certificate of Eligibility (Form I-20) until it receives and approves the completed Financial Certificate guaranteeing these funds, all application materials, and the advance \$100.00 payment on tuition and fees for the first course. For all summer modules, all international students will have to be accepted to Grace Theological Seminary by January 15th. I-20 forms will be issued by February 1 for students to be registered

for classes by March 15th.

3. Where practical, the applicant will be requested to attend an interview with a designated missionary or seminary representative in his or her home country. A confidential report from this interview will become a part of the required application credentials.
4. An applicant whose native language is other than English must complete the Test of English as a Foreign Language (TOEFL), unless he or she has obtained an accredited master's degree at an English-speaking institution.

The TOEFL is a standard test offered at testing centers throughout the world. Information about the test can be obtained by contacting the Educational Testing Service (ETS) directly at: TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; or contact TOEFL Services on the Web at www.toefl.org, by E-mail toefl@ets.org, or by telephone at (609) 711-7500).

Grace Theological Seminary reserves the right to require students to add English courses to their program of study at their own cost if deemed necessary. A minimum score of 560 (220 computer-based, 83 Internet-based) on the TOEFL is required for admission to Grace Theological Seminary. TOEFL scores should be mailed directly to Grace Theological Seminary by ETS. Our institutional code is 1252. Results will be mailed to the Graduate Admissions Office by placing this code in the appropriate place on the test registration form.

Interview Requirement

The D.Ics. Committee may, at its discretion, require a personal interview with the Committee or its authorized representative and/or standardized testing, to assist in determining the applicant's potential for work at the doctoral level.

Prospective applicants who meet the above prerequisites are encouraged to write or e-mail the Seminary Recruitment Office for a Doctor of Intercultural Studies Handbook and a Doctor of Intercultural Studies Application Form.

Tuition Deposit

A \$250 advance payment on tuition and fees is required of all new D.Ics. students upon receipt of their letter of acceptance and before registration for classes. If the student decides to withdraw his or her admission and notifies this office, refunds will be made according to a schedule established by the Business Office. The Business Office may be contacted for details.

Medical Insurance

Every student at the time of registration is strongly encouraged to have secured medical insurance coverage for himself or herself and all dependents. This stands as an ethical obligation of students that may only become apparent at a time of greatest need. Students are urged to handle this matter with the highest degree of integrity. For further information contact the Grace Schools Health Center.

Program Requirements

The courses for the D.Ics. Degree Program are offered on a regular basis and are listed in this catalog. Contact the director of the Doctor of Intercultural Studies Program or access the Grace Theological Seminary Web site (<http://gts.grace.edu/>) for upcoming seminars.

Program Description

Each student must complete a total of 48 credit hours. This includes ten prescribed seminars (four credit hours each) and an in-depth Research Project at the conclusion of his or her seminar studies. Each seminar unit involves:

- (a) Completion of reading and/or writing assignments in advance of the seminar. Pre-course assignments are available approximately 90 days before the beginning of each seminar.
- (b) Satisfactory attendance and participation in the one-week intensive seminar.
- (c) A post-seminar project turned in within 12 weeks of the completion of the seminar.

Courses in Module Format for the Doctor of Intercultural Studies Degree

Doctor of Intercultural Studies Partnership Program

REQUIRED COURSES AT GRACE

DI 8020	Cultural Anthropology for Ministry	4 hrs.
DI 8030	Intercultural Communication.....	4 hrs.
DI 8040	Principles of Contextualization.....	4 hrs.
DI 8280	Methods of Social Research.....	4 hrs.
	<i>Choose one of the following</i>	4 hrs.
DI 8530	Biblical Theology of World Mission.....	4 hrs.
DI 8550	God's Strategy for the World.....	4 hrs.
	<i>Choose one of the following</i>	
DI 8520	World Religions.....	4 hrs.
DI 8160	Trends in Church Planting & Growth.....	4 hrs.
DI 8980	D.Ics Professional Research Project (Dissertation).....	8 hrs.

ELECTIVES on campus or offsite: Select four courses

DI 8060	Cross-Cultural Education	4 hrs.
DI 8080	Modern Trends in Global Mission.....	4 hrs.
DI 8180	Cross-Cultural Leadership Development.....	4 hrs.
DI 8200	Encountering Islam.....	4 hrs.
DI 8220	Cultures of the Old Testament.....	4 hrs.
DI 8230	Cultures of the New Testament.....	4 hrs.
DI 8300	Ethics and Morality Across Cultures.....	4 hrs.
DI 8310	History of Missions	4 hrs.
DI 8330	Biblical Apologetics	4 hrs.
DI 8410	Spiritual Conflict.....	4 hrs.
DI 8500	Discerning God's Will.....	4 hrs.
DI 8515	Biblical Teamwork in Ministry.....	4 hrs.
DI 8900	Independent Research	4 hrs.
IM 8150	Mission Strategy.....	4 hrs.
IM 8960	Research in Intercultural Ministry.....	4 hrs.
PM 8010	The Practice of Ministry Leadership.....	4 hrs.
PM 8030	Gospel Centered Ministry	4 hrs.
PM 8190	Evangelism and Discipleship.....	4 hrs.
PM 8260	Current Theological Issues.....	4 hrs.

PM 8530	Strengthening Spiritual Vitality.....	4 hrs.
	Total hours for Doctor of Intercultural Studies:	48 hrs.

COURSE DESCRIPTIONS

Christian Theology & Church History

The purpose of the theological courses in this department is to equip students to ascertain by inductive study, to formulate, and to present in systematic form the fundamental truths of the Christian faith as revealed in the Word of God. The general theological method is both exegetical and systematic. The main textbook and final authority is the Bible itself.

TH 5010 Systematic Theology I

An introduction to theology and its sources. Foundations will be laid in the areas of Prolegomena, Bibliology, Theology Proper, Christology, Pneumatology, and Angelology. CPY 5010. Three hours.

TH 5020 Systematic Theology II

A survey of the following basic areas of Theology: Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology. CPY 5020. Three hours.

TH 5070 Apologetics in a Postmodern World

The purpose of this course is to provide students with an introductory survey to the defense of the Christian worldview in its contemporary postmodern context. The course will cover areas such as: the biblical and theological justification for the apologetic task; issues surrounding apologetic methodology; strategies for effective presentation and argumentation; the development of a positive case for Christianity; common objections against the Christian worldview; and a critique of prevalent ideologies and worldviews. This course will address philosophical, historical, scientific, and cultural issues surrounding the defense of Christianity in the contemporary world. PHI 3000. Three hours.

TH 5090 Hermeneutics

Designed to present the history of and to acquaint the student with the main principles of biblical interpretation, and to introduce background material about the historical, cultural and linguistic milieu out of which the Bible came. It includes case studies in order to practice developing biblical insights for confronting today's problems. TH 5110. Three hours.

TH 5120 Bible Study Methods

This course is designed to introduce learners to the basics of biblical interpretation and practical biblical inquiry. This course will cover essential elements of Hermeneutics as well as give practical

training in bible study methodology focusing on the historical-grammatical interpretative method in the inductive bible study format. MIN 5100. Three hours.

TH 5140 Biblical Backgrounds

Students will seek to understand how people thought, communicated, and lived in the ancient world during the OT, NT and Intertestamental Periods. Special emphasis will be placed on key people groups and political, cultural, theological, and literary developments that form the background to the Bible. Students will learn to use insights from geography, cultural anthropology, archaeology, sociology, philosophy, politics, literature, and history for the interpretation of Scripture in light of the history and culture of the people to whom it was addressed. BBL 3140. Three hours.

TH 5170 Theological Seminar 1

This course is an introduction to theology and its sources. Foundations will be laid in the areas of prolegomena, Bibliology (The Bible), Theology Proper (God), Christology (Christ), Pneumatology (The Spirit), and Angelology (Angels including demons and Satan). MIN 5010. Three hours.

TH 5180 Theological Seminar 2

This course is designed to introduce learners to theology and its sources. Foundations will be laid in the areas of systematic theology dealing with Anthropology (the nature of man), Hamartiology (sin), Soteriology (salvation), Ecclesiology (the Church), and Eschatology (future events). MIN 5020. Three hours.

TH 5280 History of Doctrine and the Church

An overview of the development of doctrine in the church from the Apostolic Fathers through the 21st-century. The focus will be on church confessions, major theological movements and controversies, and important theologians. Three hours.

TH 5290 Historical Development of Doctrine

An overview of the development of doctrine in the church from the Apostolic Fathers through the 20th century. The focus will be on church confessions, major theological movements and controversies, and important theologians. MIN 5300. Three hours.

TH 6100 New Testament Theology

An overview of the history, methodology and content of New Testament theology as a foundation for understanding how the Old and New Testaments relate to one another in the context of the church and the Christian life. Special attention is given to major New Testament themes, the use of the Old Testament in the New Testament and the continuities and discontinuities between the Old and New Testaments. Three hours. BIB 4385.

TH 6810-6830 Readings in Theology

From one to three credit hours may be earned for guided independent reading. A focused area of study within the disciplines of this department is chosen with the approval of a faculty member. Generally, a minimum of 800 - 1,000 pages per credit hour, an annotated bibliography, and one book review will be the final result. All proposals must be submitted in writing to the Vice President and Dean of the Seminary after departmental approval has been obtained. One to three hours.

TH 6910-6930 Independent Study in Theology

From one to three credit hours may be earned for guided independent study. A focused area of study within the disciplines of this department is chosen with the approval of a faculty member. Generally, a reading report and a fully documented research paper will be the final result. All proposals must be submitted in writing to the Vice President and Dean of the Seminary after approval has been obtained from the department. One to three hours.

TH 7100 Advanced Systematic Theology

Building on a foundation of basic orthodox systematic theology, students will explore the issues that create tensions within a theological system. Particular attention will be focused on contemporary theological questions relating to topics such as inspiration, the nature of God, personal eschatology, etc. Students will be expected to prepare position papers, which are to be defended in class. Prerequisites: TH 505 and TH 506 or their equivalents. Three hours.

Old Testament Studies

Since the Old Testament, like the New, is divinely inspired, it must be given serious attention as an indispensable source for doctrine, correction, and spiritual growth. Its narratives provide hundreds of examples of God's dealings with humankind, and by this we gain important insights into the heart of God and His expectations for His people. Its poetry exhibits the joys and agonies of those who pursued godliness, and its prophecies reveal God's concern for Israel in ancient times as well as the future. The Old Testament is critical to the work of the pastor or Christian leader in preaching, teaching, discipling, counseling, and dealing with the challenges of administration.

The seminary, therefore, requires all M.Div. candidates to acquire the ability to translate the Hebrew text of the Old Testament, to gain some practical work in the field of scientific exegesis, and to study the methods and results of biblical archaeology, literary criticism, and ancient near eastern backgrounds.

The ultimate goal of these disciplines is not for mere intellectual entertainment, but to enable the student to present the theological, historical, and practical truths of the Old Testament through expository preaching and teaching.

OT 5000 Old Testament Introduction - Course offered online only

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

OT 5065 Old Testament Survey

An introduction to the Old Testament books with special reference to their background, historical setting, literary composition, theology, and message. MIN 5200. Three hours.

OT 6010 Old Testament Theology

An overview of the content, history, and theology of the Old Testament as it serves as a foundation for understanding the New Testament, for the church and the Christian life. Special attention is given to

the development of Old Testament theology and major Old Testament themes. Students with no prior background in Old Testament studies may be required to complete assignments that will provide a survey of the Old Testament. Three hours. MIN 5205, BIB 4215.

OT 6040 Biblical Hebrew I

This course introduces the student to the essentials of biblical Hebrew with emphasis on phonology, morphology, syntax, and vocabulary. The student will learn how to pronounce and read biblical Hebrew, the form and function of the noun and verb, the basic syntax of Hebrew words, phrases, and clauses. Three hours.

OT 6050 Biblical Hebrew II

This course further considers elements of Hebrew grammar at the beginning level with a focus on the regular verb, vocabulary, and intermediate syntax. The student will build on the foundation laid in OT 604, Biblical Hebrew I. Prerequisite: OT 6040. Three hours.

OT 6060 Biblical Hebrew III

This course further considers Hebrew grammar and vocabulary at the intermediate level with a focus on the remaining stems and the Hebrew weak verb. Designed to prepare the advancing Hebrew student for exegetical study by a detailed consideration of Hebrew syntax and the reading and translating of selected texts. Prerequisite: OT 6050. Three hours.

OT 6910-6930 Independent Study in Old Testament

From one to three credit hours may be earned for guided independent study. A focused area of study within the disciplines of this department is chosen with the approval of a faculty member. Generally, a reading report and a fully documented research paper will be the final result. All proposals must be submitted in writing to the Vice President and Dean of the Seminary after approval has been obtained from the department. One to three hours.

OT 7020 Old Testament Research Project

Careful exegetical research into an issue or problem relating to the Old Testament text or its interpretation or application. The research is to be written up in a 25 page formal paper. For topic approval and writing guidelines, the student must contact the chair of the Department of Old Testament Studies. Three hours.

OT 7040 Hebrew Exegesis I

This course is a practical study of the procedures for doing sound exegesis in the various portions of the Old Testament. The method will include the study of syntax, words, poetics, textual criticism, biblical theology, and practical exegetical exposition in the different genres of the Hebrew Bible. The student will be introduced to the electronic tools available to aid in the preparation of sound, biblically-based sermons/lessons. The course is designed to help the student prepare for the future use of the skills in the ministry of the Word. Prerequisite: OT 6050. Three hours.

OT 7050 Hebrew Exegesis II

An exegetical study of selected portions of the Hebrew Old Testament in the original language designed to show its theological, expository, and practical values. Prerequisite: OT 7040. Three hours.

OT 7420 Advanced Hebrew Exegesis

Further exegetical study of selected portions of the Hebrew Old Testament including wisdom literature and poetry, designed to show their theological, expository, and practical values. Prerequisite: OT 7050. Three hours.

OT 7510–7530 Independent Study in Hebrew

Three hours of credit may be earned for guided independent study in Hebrew. The course must be approved in writing by an Old Testament professor and the Vice President and Dean of the Seminary. Prerequisite: OT 7050. Three hours.

New Testament Studies

The purpose of the Department of New Testament is to equip students to work in the Greek New Testament—exegetically and theologically—in order that they might accurately interpret and apply the New Testament. Special emphasis is devoted to developing proficiency in the art of exegesis. Students receive instruction in Culture, Literature and History of the NT World, New Testament Greek grammar and syntax, textual criticism and literary analysis, resolving historical/grammatical/lexical/theological issues, and biblical theology, all of which enables students to move from exegesis to biblical exposition and culturally relevant application.

NT 5020 New Testament Introduction – Course offered online only

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

NT 5110 New Testament Greek I

This course introduces the student to the essentials of biblical Greek with emphasis on phonology, morphology, syntax, and vocabulary. The student will learn how to pronounce and read biblical Greek, the forms and functions of the various parts of speech, and the basic syntax of Greek words, phrases, and clauses. Three hours.

NT 5120 New Testament Greek II

This course further considers Greek grammar and vocabulary at the intermediate level. It is designed to prepare the advancing Greek student for exegetical study by a detailed consideration of Greek syntax and the reading and translating of selected texts. Prerequisite: NT5110. Three hours.

NT 5140 New Testament Greek III

This course further introduces the student to the essentials of biblical Greek with emphasis on phonology, morphology, syntax, and vocabulary. The student will grow in the ability to pronounce and read biblical Greek, the forms and functions of the various parts of speech, and the basic syntax of Greek words, phrases, and clauses. Students will also begin study of Greek grammar and vocabulary at the intermediate level. It is designed to prepare the advancing Greek student for exegetical study by a detailed consideration of Greek syntax and the reading and translating of selected texts. Prerequisite: NT5120. Three hours.

NT 5320 New Testament Survey

This course introduces the New Testament with special reference to background, historical setting, literary composition, theology and message. After successfully completing this course, the student should be able to demonstrate a knowledge of background issues which introduce one to the study of various concepts of the New Testament, the historical milieu of each New Testament book studied, the

purpose and general content of each New Testament book studied, the relationship between the New and Old Testaments, and the use of the New Testament in modern ministry. MIN 5210. Three hours.

NT 6020–6040 Independent Study in Greek

This course is a guided independent study in biblical Greek. The course must be approved in writing by a New Testament professor and the Vice President and Dean of the Seminary. Prerequisite: NT705. One to three hours.

NT 6810–6830 Independent Study in New Testament

Independent studies are designed for advanced New Testament Greek students who wish to do independent research on some aspect of New Testament studies not treated in other courses. Evaluations are based upon reading reports and a fully documented research project proportionate to the number of credit hours desired to be earned. One to three credit hours may be earned in any one subject of study. All proposals must be submitted in writing to the Vice President and Dean of the Seminary after approval has been obtained from the chair of the Department of New Testament Studies. Prerequisite: NT 7040 or equivalent. One to three hours.

NT 7020 New Testament Research Project

Careful exegetical research into an issue or problem relating to the New Testament text or its interpretation and application. The research is to be articulated in a major research paper (length determined by the professor). For topic approval and writing guidelines, the student must contact the Professor of New Testament Studies. Three hours.

NT 7040 Greek Exegesis I

This course is a practical study of the procedures for doing sound exegesis in the various portions of the New Testament. The method will include the study of syntax, words, poetics, textual criticism, biblical theology, and practical exegetical exposition in the different genres of the Greek New Testament. The student will be introduced to the electronic tools available to aid in the preparation of sound, biblically-based sermons/lessons. The course is designed to help the student prepare for the future use of the skills in the ministry of the Word. Prerequisite: NT5120. Three hours.

NT 7050 Greek Exegesis II

An exegetical study of selected portions of the Greek New Testament in the original language designed to show its theological, expository, and practical values. Prerequisite: NT7040. Three hours.

NT 7420 Advanced Greek Exegesis

This course examines further the exegetical study of selected portions of the Greek New Testament (as determined by the professor), designed to show their theological, expository, and practical values. Prerequisite: NT7050. Three hours.

Pastoral Studies

The Department of Pastoral Studies seeks to channel the student's academic training received in the other departments of the seminary into effective pastoral ministry—whether demonstrated in the pulpit, in the pastor's study, in board meetings, or in the educational programs of the church.

In all areas, the Word of God must be applied to the lives of those to whom God has graciously given it. It must be delivered to the lost through the work of evangelism; it must be given to God's redeemed people through educational programs designed for nurture and equipping; it must be applied to special personal needs in the pastor's office.

This department, therefore, is a part of the "how to" segment of the seminary program, instructing the student in appropriate perspectives and attitudes for ministry. This department also seeks to provide instruction in the needed skills and methods for applying God's Word to life with wisdom and effectiveness. Believing firmly that the local church is the center of God's operations in the world, we focus every part of the instructional program on the ministry of the local church. Experienced pastors are used in the classroom and as mentors in order to enhance ministry skills and effectiveness.

PM 5040 Interpersonal Communication and Conflict Management

Theoretical principles of interpersonal communication and conflict management skills will be applied to ministry settings in order to equip the learner to work more effectively with a variety of people in diverse settings. Through course material, individual reflection, and small group experiences, learners will explore the biblical foundations of relationships, personal relating style, small group dynamics, and roles and conflict management skills. The focus of this course contains principles for evaluating relational maturity, elements that help and hinder spiritual community and skills for dealing with conflict in healthy ways utilizing effective communication skills necessary for personal and ministerial development.

MIN 5005. Three hours.

PM 5070 Equipping Others for Ministry

This course will help you see that ministry is not just about doing the ministry yourself, but teaching others to join you in various arenas of ministry. You will learn about God's equipping ministry in your own life, and be challenged to imitate His methods of entrusting others with redemptive work through His Spirit. The class will explore various methods of equipping others, including mentoring, coaching and modeling, and will address the challenges of recruiting, training and retaining volunteers or key staff members. MIN 5110. Three hours.

PM 5340 Women in Scripture

Students will explore the various roles women played in the OT against the backdrop of the ancient world. They will investigate ways that Jesus elevated the status of women and how NT passages describe the function of women within the Christian community. Using modern theories on the role of women—hierarchical, complementarian, and egalitarian—students will seek to define a biblical approach to contemporary questions about the role of women. MIN 5360. Three hours.

PM 5550 Biblical Foundations of Leadership

This course looks at the life of Jesus to learn from Him as the Master Teacher, Leader and Discipled. Students will explore Scripture and the lives of other godly men and women to gain a composite picture of leadership that addresses heart issues in the lives of people they will lead. Leadership from a biblical perspective will be countercultural and address issues of pride vs. humility, how we view failure/success and taking initiative in a Spirit-driven process. Students will have the opportunity for hands on integration of theory with practice as they process the course concepts in life with others in a relational context of ministry. MIN 5600. Three hours.

PM 5730 Soul Care in Leadership

This class will examine how to journey with others in the midst of their questions and pain. Instead of trying to fix others in pain, soul care attempts to incarnate the presence of God in the life of another

and allow God to use you to be his hands and feet. Part of this process is learning how to listen to the Spirit of God and attend to another in the midst of their journey. The learner will have the opportunity to see and reject patterns of self-talk (based on the flesh) in order to embrace Spirit-led patterns of soul talk. The care of souls is an interpersonal part of ministry leadership that often gets overlooked in our program-driven church context. This class will help to equip ministry leaders in their role as shepherd to the flock entrusted to their care. MIN 5820. Three hours.

PM 6010 Spiritual Formation

This course investigates the biblical and personal foundations of spiritual growth known theologically as sanctification. It is designed to help the learner understand the impact of family history, personal development and life experiences on one's theological outlook, emotional maturity, relational patterns, moral decisions and ministry effectiveness. Through personal prayer projects, experiential learning and small group interaction, learners will gain a richer sense of self-awareness in order to open more deeply to the love and truth of God. This integrative course attempts to connect theological truth to life in order to explore God's design for growth and how the individual might cooperate within the context of a developing relational Christian spirituality. MIN 6010. Three hours.

PM 6210 Expository Preaching and Teaching

This course combines both theory and practice. It introduces a functional methodology of organizing and developing the elements of a sermon. It examines issues of bridging exegesis and exposition as well as the application of biblical truth and the effective delivery to listeners. Approximately one-third of the course is devoted to a lab setting where lessons and sermons are videotaped and critiqued. Note that students not having previously taken a public speaking course may be required to take such a class as a prerequisite of the course. Prerequisite: TH5110. Three hours.

PM 6220 Advanced Preaching Seminar

This is a 3 credit hour course that is dedicated to building upon the instruction and experience gained through a basic homiletics course (which is a prerequisite). It will address an array of sermonic issues—content, form, delivery—and especially will seek to identify ways of handling different biblical genres and different sermon focuses (e.g., evangelistic, doctrinal, etc.). The course will also encourage experience in creative methodologies of preaching, methodologies designed to impact 21st century listeners. It will involve group collaboration in the preparation and packaging of sermons. Prerequisite: PM 6210 Expository Preaching and Teaching. MIN 5345. Three hours.

PM 6340 Ministry Preaching & Teaching

This course is designed to provide instruction and experience in the process of communicating God's truth to people. It introduces methodology of organizing and developing the components of sermons and examines issues related to the bridging of exegesis and exposition. It also explores some of the elements of how to "connect" with contemporary audiences and maintain their attention. Learning will be accomplished through digesting class lectures, reading textbooks, discussion of teaching, methodology, constructing and delivering sermons, processing the feedback of others and engaging in self-assessment. MIN 5340. Three hours.

PM 6460 Ministry Philosophy for the Church – Course offered online only

This course seeks to promote appropriate ministry perspectives especially as applied to the local church in North America. Two main areas will receive attention: 1) the attitudes and responsibilities of a servant leader of the local church, and 2) a philosophy of local church ministry. In addition, a variety of specific applications of New Testament ecclesiology are discussed and applied to contemporary life and ministry. MIN 5350. Three hours.

PM 6600 Principles & Practice of Prayer

This course will take an in-depth look at prayer as God's means of leading and strengthening faithful servants for His work among Christians and non-Christians of this age. Christian ministry depends on an intimate walk with God for stability and ongoing effectiveness of the ministerial servant, for spiritual formation in the lives of those to whom we minister, and for the strategic planning necessary for effective missional ministry. Not only will the theology and instructions about prayer be examined, but it will be practiced in meaningful ways throughout the seminar. (PG) PM 8250, MI 6600, MIN 6600. Three hours.

PM 6910–6940 Independent Study in Pastoral Ministries

A limited number of credit hours (a maximum of four) may be given for independent study done outside the context of a classroom course. Special outside seminars with additional reading and reporting as assigned by the supervising professor can be used in this regard. One to four hours.

PM 7000 Leadership in the Local Church

Through the use of reading and writing assignments, pastoral interviews, and a self-assessment and action plan paper, the following leadership topics will be covered: servant leadership, mentoring, visionary leadership, and leading as a change agent. Three hours.

PM 7010 Ministry Leadership

This course is designed to strengthen leadership skills for ministry. A study and interaction with these topics will implement that purpose: servant leadership, mentoring, visionary leadership, and leading as a change agent. The methods will include reading and writing assignments, online discussions, pastoral interviews, a self-assessment and an action plan paper. The course work will be conducted independently, culminating in final papers. The prof will address the topic of the week. MIN 5320. Three hours.

PM 7120 Local Church Ministry in the 21st-Century

This course will seek to explore some underlying dynamics of local church life, along with some of the dominant ministry styles of contemporary North American churches, including both attractional and missional models. Focus will also include church assessment paradigms, a consideration of change strategies, and discussion of prevailing attitudes in our society toward the church. A substantial component of the course will include involvement in an off-campus experience designed to expose the student to urban ministries. Three hours.

PM 7300, 7320, 7400, 7410 Local Church Apprenticeship

The local church apprenticeship is designed to foster growth in the student's readiness for leadership and servant ministry in a local church. The apprentice will work under the mentorship of an experienced ministry professional who, in cooperation with Grace Seminary, will give assignments, evaluate the student's fulfillment of assignments and meet regularly with the apprentice. The student will provide to Grace Seminary evidence of having accomplished a specific number of competencies, the number depending on the credit hours being granted for the apprenticeship. The student will be required to complete a small amount of academic work (books read, papers written, etc.), the amount to be commensurate with the credit hours being granted for the apprenticeship. (3 to 9 credit hours).

PM 7610–7630 Degree Project

By means of this special course, the student will complete work designed to inaugurate or

substantially revise an area of ministry in which he or she is personally interested. A prospectus must be submitted to the project coordinator prior to the beginning of the semester during which the project will be studied and completed. It must provide the information required in the "Guidelines for Degree Projects" available from the seminary professors of pastoral ministry. One to three hours.

Pastoral Counseling Studies

PM 5400 Theological Foundations of Counseling

This course will examine the 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. PM 8540, MIN 5400, CPY 5050. Three hours.

PM 5330 Counseling Theories

In this course, students will examine today's predominant counseling theories in order to develop their own biblical framework in which they will provide counsel to others. The focus of the course is to help discern God's pathway to proper biblical counseling. MIN 5500. Three hours.

PM 5520 Counseling Methods and Techniques

This course will examine the various skills, methods and techniques used by a Christian or Pastoral Counselor to effectively minister to those being counseled. An aspect of the course is how to use the Bible and prayer in counseling, and direction on when to refer to other professionals. MIN 5700. Three hours.

PM 5800 Pre-Marital and Marital Counseling

This course will examine how to effectively engage in pre-marital counseling to help couples prepare for marriage and to help couples who are struggling in their marriage. Various theories, skills and techniques of marriage counseling will be discussed. MIN 5900. Three hours.

PM 6440 Counseling Common Problems

This course will examine how to counsel people who encounter negative emotions such as anxiety, depression, guilt and fear and help navigate these issues from a biblical perspective. The focus will be on how God can help people deal with the emotional side of their lives by looking at Scripture and allowing God to move them into places of spiritual transformation. MIN 6200. Three hours.

Intercultural Studies and World Missions

The Department of Intercultural Studies and World Mission is aimed at instilling in the heart of every student, a world vision and a passion for reaching that world. The curriculum is prepared to meet the needs of both experienced missionaries desiring graduate study as well as eager recruits preparing for cross-cultural ministry. Four things characterize this program: vision for global ministry, prayer and the recognition of dependence on God's strength, skill development for effective intercultural ministry, and teamwork to multiply spiritual energies.

MI 5010 Biblical Theology of Missions

A course on the biblical basis and theological framework for world mission showing how that endeavor is the purpose of God as he reaches out to his creation. God is a missional God and all theology has a missional purpose since it concerns the God of mission and the mission of God. The course develops the concepts of how theological categories are inherently missiological and missiological categories intensely theological. DI 8530, MIN 6100. Three hours.

MI 5050 Intercultural Ministry

This course is intended to provide students who are not in an intercultural ministry program with an understanding of the elements of culture and how they affect biblical ministry in intercultural and multicultural contexts. It is designed to help Christian workers become more effective in those contexts as their understanding permits them to shape their ministry to penetrate other cultures more deeply and, therefore, apply God's Word more accurately. DI 8090. Three hours.

MI 5120 Eastern World Religions

In this course the belief systems of major religions originating and concentrated in the Eastern world are studied with a view to understanding why the tenets make sense and drive behavior for the adherents. How each religion affects the host culture and how the culture affects the religion will be explored. The inadequacies of each belief system will be discussed in light of the adequacy of Christianity, but an introductory understanding of biblical theology is assumed. Religions covered in the course include Hinduism, Buddhism, Jainism, Sikhism, Chinese Popular Religion (Taoism and Confucianism, with reflections of Taoism in Native American Religion), and Shintoism. These will be introduced with a short Theology of Religions. Three hours.

MI 5130 Middle-Eastern World Religions

In this course the belief systems of major religions originating and concentrated in the Middle East are studied with a view to understanding why the tenets make sense and drive behavior for the adherents. How each religion affects the host culture and how the culture affects the religion will be explored. The inadequacies of each belief system will be discussed in light of the adequacy of Christianity, but an introductory understanding of biblical theology is assumed. Religions covered in the course include Judaism, Islam, Baha'i, Zoroastrianism (Zarathustrism), and African Animism. These will be introduced with a short Theology of Religions and comments on why various religions have similarities with others. Three hours.

MI 5300 Encountering Islam

This course will cover the origins of Islam as well as its beliefs and practices from both the Qur'an and the Hadith literature and traditions. The life of Muhammad and the Qur'an itself will be studied from the standpoint of original Muslim sources. Faith and practice in modern-day Islam in its various forms, Islam's response to Christianity, and Christianity's response to Islam will be explored. Students will research and present findings on issues in Islam. Practical ways to reach out to Muslims will be discussed. DI 8200, IM 8300. Three hours.

MI 5540 Ministry & Cultural Diversity

The goals for this course are (1) to give Christian ministry students as awareness of the nature of cultural systems and how they affect ministry in multi-cultural settings and (2) to give them insights, methods, and skills for adapting their perspective and activities for a relevant ministry to those of other cultural backgrounds. MIN 5310. Three hours.

MI 6030 Intercultural Communication

A study of the principles and processes of communicating effectively with people from a second cultural context. The course focuses on functional perception and how cultural worldview, beliefs, and values affect that through the personal perception of each individual. The shaping of the message, style of communication, and communication networks for each cultural context are explored with a view to penetrating each culture as deeply as possible with the Gospel. The dangers of ethnocentrism and some current methods of contextualization are discussed. PM 5490, PM 8620, DI 8030, IM 8620, MIN 6400. Three hours.

MI 6060 Applied Cultural Anthropology

The nature of man and how his culture affects him are explored with a view to how this, in turn, affects ministry in intercultural contexts. Worldview assumptions and resulting values, beliefs, behavior, and attitudes are studied as to how they affect the person in his perception and understanding of the physical and spiritual world around him and, ultimately, his understanding of the Gospel. Social organization is examined as to how it affects ministry strategy and the nature of culture change is investigated with a view to evangelism. MIN 6300. Three hours.

MI 6080 Teamwork and Leadership Training in Missions

The student will study the biblical principles that mandate teamwork in the world mission task concentrating on the unity of the Godhead as the ultimate model for all unified human relationships. Attention is given to God's model of reproducing reproducers as His intended normative approach to leadership. The transcultural application of the relationship of Father, Son and Holy Spirit will be carefully studied. Three hours.

MI 6090 Principles of Contextualization

This course prepares the student to fit evangelism, church planting, church development, and relief ministries into the social and cultural context of the receiving people. It majors on preparing missionaries to plant Christianity in the soil of the targeted people group so it will grow up within their context rather than to spread a veneer of Christian values over that culture. The contextualization of methodology, theology, and forms and expressions in the local church is discussed. The danger of Western values being expressed in Bible interpretation and the importance of taking into consideration the religious worldview and the definitions used in the receiving culture are discussed. Emphasis is given, as well, to the differences of the cultural context within which the biblical text was written. Prerequisite: MI 6060. Three hours. DI 8040.

MI 6600 Principles and Practice of Prayer

This course will take an in-depth look at prayer as God's means of leading and strengthening faithful servants for His life and ministry. A large section at the outset of the course is dedicated to studying the prayer life and prayer teaching of our Lord Jesus Christ. Additionally, significant questions and issues about prayer are given careful study. Students are expected to establish a prayer partnership during the class to apply what they are learning. PM 6600, PM 8250, MIN 6600. Three hours.

MI 7160–7190 Missiological Research

Missiological research is in-depth study in an area in the field of missiology. It is reserved for upper-level students upon approval of the department chairman and is pursued under his supervision. A

research paper, accounting of time, and a reading report with annotated bibliography are required. Prerequisite: MI 606. One to four hours.

MI 7210–7230 Readings in World Religions and Ideologies

This is a guided independent study course designed to give the student an overall knowledge of the religious contexts of the world that the Gospel must penetrate. As a major part of most cultural worldviews, religions, and religious themes will be studied by the student in detail with a view to their function in the society where they are found. Students will search for bridges for communication of the true Gospel in each religious context. Attention will be given to Animism, Hinduism, Buddhism, Islam, and their variant forms, as well as many smaller religious systems. One to three hours.

MI 7290 Intercultural Apprenticeship

The Intercultural Apprenticeship is a guided experience and study program in a cross-cultural setting. It involves a culture discovery program for gaining insights into the target culture and understanding the people in their actual situation. It provides exposure to the culture in various areas and experience in various levels of evangelism, discipleship, and church development within this new environment giving the student practical, intercultural encounters for the exercise of the student's theoretical learning. Students also take a distance education course in mission history while in the cross-cultural context and can become a part of the ongoing history in that particular country. Prerequisites: MI 6060 and MI 6030. Six hours.

MI 7300 Cross-Cultural Internship/Apprenticeship

Achieving competence in a second culture can only come about if intercultural training is combined with experience in that culture that is concerned with discovery of the cultural system and building relationships of trust. It is the goal of the Cross-Cultural Internship to provide that experience and practice. The concepts covered in the courses of Applied Cultural Anthropology and Intercultural Communication will become operational in the actual context of the new culture providing for intentional adaptation. Complete culture discovery guidelines are provided and put into practice under the oversight of an experienced mentor in that cross-cultural context. 12 hours.

MI 7920–7940 Cross-Cultural Internship

The mission internship is a guided experience and study program in a cross-cultural setting. It involves a culture discovery program for gaining insights into the target culture and understanding the people in their actual situation. It provides experience in various levels of evangelism, discipleship, and church development within this new environment giving the student practical, intercultural encounters for the exercise of the student's theoretical learning. Prerequisite: MI 606. Two to four hours.

Doctor of Ministry

The following are the regular courses provided for the Doctor of Ministry degree program. Each is the equivalent of one full seminar towards the eight necessary to complete the course work in the program. (The ninth seminar equivalent will be the Professional Project.) In addition, special seminars with visiting professors are periodically scheduled. For information on the upcoming schedule of D.Min. seminars, contact the Director of the D.Min. program, Dr. Rock LaGioia (lagioir@grace.edu), the Seminary Web site (<http://gts.grace.edu>) or the Seminary Administration Office.

The courses have a prefix according to the Department and an 8000 number that denotes the Doctor of Ministry level:

PM 8000-8990 Pastoral Studies Concentration

Denotations of the four required areas of study follow the course description:

CR	Cultural Relevance
MS	Ministry Skills
PG	Personal Growth
TA	Theological Application

IM 8150 Mission Strategy

This course will provide examples of the application of strategic planning from the New Testament, in particular from the ministry of the apostle Paul. Throughout the course we will attempt to keep our focus on the supreme purpose of human history, the calling out and perfecting of the Bride of the Lord Jesus Christ. A clear vision of the glory of the Church is our main asset for effective ministry. MI 6140.

IM 8300 Encountering Islam

This course is intended to give the student an understanding of the true nature of the religion of Islam. It has become the second most influential religion in the world, next to Christianity itself. In our day Islam has taken on the reputation of a terrorist organization that is only a short way from holding the world hostage to its demands. How much is true? Where does this emphasis come from? What does Islam say about itself? And what should our response be? DI 8200, MI 5300.

IM 8960 Research in Intercultural Ministry

Students in the D.Min. program may receive permission to do independent study relating to a specific intercultural situation. A research paper including related ministry materials will be the final product of the study. Only one independent study of this nature may be considered as meeting the requirements of the D.Min. program.

IM 8990 Doctor of Ministry Professional Project—Intercultural Studies Concentration

D.Min. candidates must successfully complete a major ministry project at the conclusion of their course work. This project should involve an actual ministry situation or program need and incorporate significant theological and theoretical research. A project report of 125–200 pages must be submitted. For deadlines, consult the *Doctor of Ministry Handbook*

PM 8260 Current Theological Issues

This seminar coordinates study and discussion of current theological issues and trends that are impacting the church. Special attention is given to the application of these issues and trends to real life settings. This course is team taught by visiting professors and the faculty of Grace Seminary's Department of Christian Theology. TH 7101.

PM 8510 Foundations for Ministry

Required of all D.Min. students, this course is designed to prompt students to rethink the foundational values that drive them and to gain personal feedback from those closest to them. The instructors will

seek to help participants reflect upon needs for personal growth and ministry skill development, as well as issues for appropriate theological investigation and cultural relevancy. Opportunities will be given to assess strengths and weaknesses, including the use of testing tools and the development of a plan for enhancing areas of potential growth. (PG) PM 7311.

PM 8950 Research in Pastoral Ministry

Students in the D.Min. program may receive permission to do independent study relating to a specific pastoral situation. A research paper including related ministry materials will be the final product of the study. Only one independent study of this nature may be considered as meeting the requirements of the D.Min. program.

PM 8990 Doctor of Ministry Professional Project–Pastoral Studies Concentration

D.Min. candidates must successfully complete a major ministry project at the conclusion of their course work. This project should involve an actual ministry situation or program need and incorporate significant theological and theoretical research. A project report of 125–200 pages must be submitted. For deadlines, consult the Doctor of Ministry Handbook.

Doctor of Intercultural Studies

DI 8020 Cultural Anthropology for Ministry

This course provides basic understandings in cultural anthropology for effective cross-cultural and multicultural ministries. It shows the importance of knowing anthropological concepts to gain and maintain that effectiveness and gives the student an understanding of culture with its behavior, values, beliefs, and the assumptions that lie behind them. Among other concepts, the course covers social systems, role and status, rites of passage, enculturation, acculturation, and culture shock. Also discussed are cultural values on time, thinking, decision-making, morality, individualism, conflict, logic, and ambiguity. It deals with the complexities of culture change and how worldview affects that change. Students will discover many of their own cultural values through the course, an essential element in understanding and working with a second culture. PM 8810, IM 8810, MI 6410.

DI 8030 Intercultural Communication

A basic understanding of this foundational element in all intercultural ministries is developed in the class and in assigned reading. Communication itself is discussed in its various facets, and then each facet is considered as to how it creates meaning in other cultures for real communication. Social, cultural, linguistic, and psychological barriers to good communication in a second culture are considered. Other areas covered are intercultural education and leadership training. IM 8620, MI 6030, MIN 6400, PM 5490, PM 8620.

DI 8040 Principles of Contextualization (Korean)

This course prepares the student to fit evangelism, church planting, church development, and relief ministries into the social and cultural context of the receiving people. It majors on preparing missionaries to plant Christianity in the soil of the targeted people group so it will grow up within their context rather than to spread a veneer of Christian values over that culture. The contextualization of methodology, theology, and forms and expressions in the local church is discussed. The danger of Western values being expressed in biblical interpretation and the importance of taking into

consideration the religious worldview and the definitions used in the receiving culture are discussed. Consideration is given, as well, to the differences of the cultural context within which the biblical text was written. This course also prepares pastors for multicultural situations in preaching and teaching ministries.

DI 8150 Contextualization for Meaningful Ministry

This course prepares the student to fit evangelism, church planting, church development, and relief ministries into the social and cultural context of the receiving people. It majors on preparing missionaries to plant Christianity in the soil of the targeted people group so it will grow up within their context rather than to spread a veneer of Christian values over that culture. The contextualization of methodology, theology, and forms and expressions in the local church is discussed. The danger of Western values being expressed in biblical interpretation and the importance of taking into consideration the religious worldview and the definitions used in the receiving culture are discussed. Consideration is given, as well, to the differences of the cultural context within which the biblical text was written. This course also prepares pastors for multicultural situations in preaching and teaching ministries. MI 6090.

DI 8160 Trends in Church Planting & Growth

This course is intended to provide students with an awareness of the essential elements of church planting and growth in intercultural and multicultural contexts. The church is the focal point of the plan of God of bringing together under Christ all things, both in heaven and earth. Every local church is to be a visible expression of the biblical essence of the church. MI 7050.

DI 8280 Methods of Social Research

Essential techniques of qualitative and quantitative research are taught and practiced. The appropriate uses of social research are explored through research reports and case studies. Students use practice exercises to demonstrate their ability to conduct research, interpret the results, and apply findings to practical situations in mission settings. MI 6200.

DI 8520 World Religions

In this course the belief systems of major religions are studied with a view to understanding why the tenets make sense and drive behavior for the adherents. How each religion affects the host culture and how the culture affects the religion will be explored. The inadequacies of each belief system will be discussed in light of the adequacy of Christianity, thus, an introductory understanding of biblical theology is assumed. IM 7020, MI 6420.

DI 8530 Biblical Theology of Mission

A course on the biblical basis and theological framework for world mission showing how that endeavor is the purpose of God as he reaches out to his creation. God is a missional God and all theology has a missional purpose since it concerns the God of mission and the mission of God. The course develops the concepts of how theological categories are inherently missiological and missiological categories intensely theological. The *missio Dei* is scrutinized in terms of the nature, goal, story, and methods of that mission.

DI 8550 God's Strategy for the World

In this course, the student will learn to distinguish between traditional and theological ways of thinking about missions and mission, explore biblical data on the nature of God's mission from both the Old and New Testaments, break down and explain biblical data, and evaluate methods of understanding and doing mission. MI 6550.

DI 8980 Doctor of Intercultural Studies Professional Research Project (Dissertation)

D.Ics. candidates must successfully complete a major research project at the conclusion of their course work. This project should involve the research of an actual intercultural ministry situation problem, program need, or missiological question and incorporate significant theological and missiological, theoretical research. The proposal for the research will be approved by the advising faculty. A dissertation of 225–250 pages must be submitted. For details and deadlines, consult the Doctor of Intercultural Studies Handbook.

ELECTIVES

DI 8060 Cross-Cultural Education

An emphasis is put on educational principles and then relates them to teaching and learning styles of other cultures. Traditional learning styles will be explored for other cultures with a view to the best formal, informal, and non-formal methodologies that might be applied in the various situations. Planning for learning outcomes and meeting expectations for both the teacher and the educational process in the second culture will be discussed. MI 7030.

DI 8080 Modern Trends in Global Mission

This course examines recent developments in Christian mission against a four-fold backdrop. First, God's divine governance of his world is a foundational reality to be acknowledged. Second, under God's ultimate reign the world changes, as do its various contexts. Third, God specially directs and empowers his redemptive mission throughout the earth. Fourth, historically Christian mission efforts have arisen within settings determined by the three facets just listed. Modern mission trends can thus best be examined by keeping in view this four-fold backdrop of God's governance, changing world contexts, Spirit-led mission, and mission history. MI 6210.

DI 8180 Cross-Cultural Leadership Development

Students who complete this course should be able to: (1)evaluate the models demonstrated and teaching given on leadership development in the Old and New Testaments, including the concept of servant leadership, (2)distinguish the cultural factors that impact on the development of effective Christian leaders in a specific culture, (3)compare and contrast different cultural leadership styles and development processes, and (4)design a leadership development process appropriate to a specific culture.

DI 8200 Encountering Islam

This course is intended to give the student an understanding of the true nature of the religion of Islam. It has become the second most influential religion in the world, next to Christianity itself. In our day Islam has taken on the reputation of a terrorist organization that is only a short way from holding the world hostage to its demands. How much is true? Where does this emphasis come from? What does Islam say about itself? And what should our response be? IM 8300, MI 5300.

DI 8220 Cultures of the Old Testament

Students will seek to understand how people thought, communicated, and lived in the ancient world during the Old Testament period. Special emphasis will be placed on key people groups and political, cultural, theological, and literary developments that form the background to the Bible. Students will

learn to use insights from geography, cultural anthropology, sociology, philosophy, politics, literature, and history for the interpretation of Scripture in light of the history and culture of the people to whom it was addressed.

DI 8230 Cultures of the New Testament

Students will seek to understand how people thought, communicated, and lived in the ancient world during the New Testament and Intertestamental periods. Special emphasis will be placed on key people groups and political, cultural, theological, and literary developments that form the background to the New Testament. Students will learn to use insights from geography, cultural anthropology, sociology, philosophy, politics, literature, and history for the interpretation of Scripture in light of the history and culture of the people to whom it was addressed. PM 5060.

DI 8300 Ethics and Morality Across Cultures

All Christians hold values derived from their culture. Many, if not most of these values, shape the expression of Christianity in their culture. Much of this is good as it reflects how Christianity is relevant in their context. In many cases, cultural norms define what obedience to God's Word should look like in that particular context in regard to expressions of God's will such as "honor your father and your mother," and "husbands love your wives," or yet "steal no longer...." These culturally defined behaviors seek to respect God's will and honor His name, but they depend on cultural definitions and therefore change from culture to culture. Obedience to God's will is, to some extent, relative to the context in which it is practiced. It is not a question of whether a man should love his wife or not, but rather a question of how he should do that. Issues of ethics and morality often cause conflict between people of different cultures. This course seeks to reveal and discuss God's Word on these vital issues.

DI 8310 History of Missions

The backgrounds and development of the mission enterprise from the apostolic period until the present are analyzed in view of their benefit to the intercultural task before us today. A proper understanding of the work of the Holy Spirit in this endeavor is emphasized. To give the student a good grasp of present-day major movements, significant current trends in missiological thought and practice will be examined.

DI 8330 Biblical Apologetics

This course seeks to persuade men, women, and children individually and corporately to consider, to compare, to clarify, and hopefully to believe in the exclusive truths and uniqueness of the person of Jesus, the Christ, in the midst of and often in direct opposition to their current faith system.

DI 8410 Spiritual Conflict

The purpose of this course is to expose the student to a range of approaches to spiritual warfare and to explore and explain the biblical data on the subject. Biblical teaching and examples in Old and New Testaments will be explored. Various authors will be examined in their approach and models for spiritual warfare. At the end of the course the student will be able to discuss issues within spiritual conflict with clarity and address issues of concern with wisdom and tact. Finally, the student will be able to explain and apply a biblical approach to spiritual warfare in life ministry, which will be demonstrated through a class project.

DI 8500 Discerning God's Will

The purpose of this course is to expose the student to traditional ways of "finding" God's will for one's life and then to explore and explain the biblical data on the subject. Biblical teaching and examples in

Old and New Testaments will be explored. Various authors will be examined to determine their approach and models for decision making and the will of God. At the end of the course the student will be able to discuss the normally illusive subject of God's will with clarity, speak to the subjective nature of popular theories on the subject, and own a personal theology of God's will for the believer. PM 8500, MI 7090.

DI 8515 Biblical Teamwork in Ministry

The student will study the biblical principles that mandate teamwork in the world mission task concentrating on God's approach to man in general and the models and teachings of the Gospels and the Book of Acts. The biblical perspectives on training leadership, as well as the cultural aspects involved in doing that in a second culture, are studied. Various leadership-training models are presented and evaluated.

DI 8900 Independent Research Elective

Students in the D.Ics. program may receive permission to do independent study relating to a specific intercultural situation. A research paper including related materials will be the final product of the study. Only one independent study of this nature may be considered as meeting the requirements of the program. The research may take one of two tracks: missiological research or an area study.

Missiological research is in-depth study in an area in the field of missiology. It is reserved for upper-level students upon approval of the Director of the D.Ics. Program and is pursued under his supervision. A research paper, accounting of time, and a reading report with annotated bibliography are required.

Area studies are an examination of the secular and ecclesiastical history, the present social, economic, political, educational, and religious situation, and the cultural themes of a country that are of import to the student. A research paper and a reading report with annotated bibliography are required.

IM 8150 Mission Strategy

This course will provide examples of the application of strategic planning from the New Testament, in particular from the ministry of the apostle Paul. Throughout the course we will attempt to keep our focus on the supreme purpose of human history, the calling out and perfecting of the Bride of the Lord Jesus Christ. A clear vision of the glory of the Church is our main asset for effective ministry. MI 6140.

IM 8960 Research in Intercultural Ministry

This course is an Independent Study which takes place under the supervision of a Grace Seminary Professor. Students desiring to complete an Independent Study must have proven previous ability to complete doctoral level work, apply to the Director of the Doctoral of Intercultural Studies program in writing, and submit a written proposal.

PM 8010 The Practice of Ministry Leadership

This course opens with a study of the biblical and theological concepts of ministry of leadership. This is followed by an analysis of administrative and leadership functions and the practical implementation of management principles, the development of leaders and team-building in the local church.

PM 8030 Gospel Centered Ministry

The gospel is not merely the door that gets us into the Christian life, but the means by which we continue to experience all that God is and has done for us in Jesus Christ. As such the central task of ministry is to articulate and apply the gospel to every area of life. This class will explore the nature of the gospel and how to make it the functional center of all that we do in ministry. PM 7050.

PM 8190 Evangelism and Discipleship

This course considers such issues as: a) the context of society which we are called to disciple and the need to think cross-culturally in order to impact America for Christ; b) the responsibility of the church and the perspectives she must embrace in order to obey God, as well as continue to exist; c) the responsibilities and priorities of the church, which emphasizes the call for churches to be about the business of evangelism and discipleship; d) different styles for church ministry; and e) strategies for personal and corporate evangelistic and discipleship efforts. PM 6720.

PM 8260 Current Theological Issues

This seminar coordinates study and discussion of current theological issues and trends that are impacting the church. Special attention is given to the application of these issues and trends to real life settings. This course is team taught by visiting professors and the faculty of Grace Seminary's Department of Christian Theology. TH 7101.

PM 8530 Strengthening Spiritual Vitality

God's grace is expressed not only in salvation but also in the Christian life-in forgiving, accepting, enabling, sustaining, equipping and empowering the believer. This course examines the true meaning of grace, the need for grace (even for believers), the effectiveness of grace in developing Christ-like character and the relationship of God's grace and the believer's practice of spiritual disciplines in Christian growth. Subjects to be covered include: living by grace, preaching grace-based messages, creating a grace environment in the local church, understanding grace as a motivation for both sanctification and Christian service, and the importance of the practice of spiritual disciplines. PM 6530.

GRACE THEOLOGICAL SEMINARY FACULTY

The faculty for Grace Theological Seminary brings a breadth of academic and ministry experience to the task of training men and women for effective ministry. The team that has been formed brings together a diversity of gifts, ministry experience, and academic preparation to form a strong composite whole.

Cardoza, Frederick II, Ph.D.

Dean of the School of Ministry

Professor of Christian Ministry & Leadership

B.A. in Church Ministries, Liberty University; M.A. in Christian Education, Southeastern Baptist Theological Seminary; Ph.D. in Leadership, Southern Baptist Theological Seminary

As Dean, Dr. Cardoza's vision is to lead Grace Seminary to become a training headquarters for the most effective and innovative ministries of our time. Prior to Grace, Dr. Cardoza spent a decade at Biola University serving in the Office of the Provost and as Chair of Christian Education Programs at Talbot School of Theology. During that time, he concurrently served as Executive Director for the Society of Professors in Christian Education (SPCE/NAPCE), an academic society serving professors in 150

colleges and seminaries. Dr. Cardoza has 30 years of ministry experience in congregations across the United States. He has traveled to dozens of countries and has a passion for equipping leaders and making disciples worldwide. His extensive scholarship and service in education, technology, and higher education includes the 2019 textbook, *Christian Education: A Guide to the Foundations of Ministry*.

Publications:

Baker Academic. Christian Education: 21st Century Ministry (book). In press as of Spring 2018
Baker Academic. Teaching the Next Generations. Educational Technology (chapter). 10/2016
Jurist-Referee for the Peer-Reviewed Journal of Youth Ministry and Christian Education Journal
Past regular contributor to the Arkansas Baptist News and Chattanooga Free Press
Deacon Magazine, Understanding Ministry (article). Fall 2015
Deacon Magazine, Understanding Discipleship (article). Summer 2015
Deacon Magazine, Understanding Biblical Fellowship (article), pp. 26-28. Summer Issue 2014
LifeWay. Bible Studies for Life (Multiple Personal Study Guides, and DVD). 2013-2014
LifeWay. Open Windows. Multiple devotional pieces. Fall Issue 2014
LifeWay. Beyond Belief: Exploring the Character of God. ISBN: 9781430028963. 03/2014
B&H Academic. Crisis on the Doorstep (chapter), A Theology of Family Ministry. 06/2011
Biola Magazine, La Mirada, CA. "Find Your Voice," 05/2011
LifeWay. "How To" Sunday School Manual (chapter). 08/2009
ATS Seminary Interviews Response, Christian Education Journal, Supplemental, 04/2009
Arkansas Baptist News, Little Rock, AR "From One Leader to Another..." 03/28/2002
Arkansas Baptist News, Little Rock, AR "Magnetic Ministries" 10/25/2001
Southwest Times, Fort Smith, AR "The End of the Innocence" G-2, Sunday, 9/30/2001
Baptist 2 Baptist, "Cancel the Order for the Headstone" www.baptist2baptist.net/papers
Southwest Times, "Children Lack Sense of Absolute Right and Wrong" 03/03/2000 - 7A
Daily Times, Glasgow, KY "Involuntary Euthanasia and You" 11/08/1999
Western Recorder, Louisville, KY "Chafin Remarks Offensive" 3/9/1999
Chattanooga Free Press, "Monitoring Needed Despite TV Ratings" 12/13/1996
Home Life Magazine, Nashville, TN "Articles Unsettling" 02/1995
Group Magazine, Loveland, CO "Keeping Current" 10/1993
The Beacon, University of Tennessee, Knoxville "God Cannot Contradict Himself" 02/1989

Davis, John J., Th.D., D.D.

Past President and Professor Emeritus of Old Testament Studies

B.A. in Biblical Studies, Trinity College; M.Div., Grace Theological Seminary; Th.M. in Old Testament, Grace Theological Seminary; Th.D. in Old Testament and Hebrew, Grace Theological Seminary; D.D., Trinity College, University of Edinburgh, Scotland.

Dr. Davis is well known for his wide range of activities: senior staff member on eleven archaeological expeditions, pastor of two churches, newspaper columnist and outdoor writer, lecturer. He has authored 18 books, two tape lecture series, and more than 1600 articles in newspapers, journals, magazines, dictionaries and encyclopedias. He also served as one of the translators of the NIV Bible. His 38 years of teaching includes six years as Executive Vice President and seven years as President of Grace Schools.

Publications:

Biblical Numerology
Hebrew Verb Chart
Conquest and Crisis: Studies in Joshua, Judges, Ruth
The Birth of a Kingdom: Studies in Samuel 1 & 2 and 1 Kings 1-11
Contemporary Counterfeits
Paradise to Prison: Studies in Genesis
Demons, Exorcism and the Evangelical

The Perfect Shepherd: Studies in the 23rd Psalm
A Lake Guide to Fishing and Boating: Kosciusko County
Moses and the Gods of Egypt: Studies in Exodus
The Mummies of Egypt
What about Cremation? A Christian Perspective
Real Fishermen Are Never Thin
Israel: From Conquest to Exile
Real Fishermen Never Lie
Real Fishermen Never Wear Suits
Favorite Fish and Seafood Recipes
The Dead Sea Scrolls
Islam, Terrorism and the Middle East

Edgington, Thomas J., Ph.D.

Professor of Counseling

B.A. in Psychology, Grace College; M.A. Biblical Counseling, Grace Theological Seminary; M.Div., Grace Theological Seminary; Ph.D., Ball State University

Dr. Edgington has published articles in the *IBC Perspective* and the *Journal of Psychology and Christianity*. In addition to more than 20 years of teaching experience, he continues an active private practice in Christian counseling. Dr. Edgington also is the author of *Healing Helps from the Bible*. Areas of interest include the theological foundations of psychology/counseling and marriage/ family counseling.

Harmon, Matthew S., Ph.D.

Professor of New Testament Studies

B.S. in Communication, Ohio University; M.Div., Trinity Evangelical Divinity School; Ph.D. in Biblical Theology-New Testament, Wheaton College

Dr. Harmon brings a passion to equip people to encounter Christ through the Scriptures and lead others to do so as well. His research interests include the use of the Old Testament in the New Testament, biblical theology, Pauline studies, and writing commentaries. He has written numerous books, including commentaries on Galatians, Philippians, 2 Peter, and Jude. He is a member of the Theological Society and the Society for Biblical Literature. Dr. Harmon serves on the preaching team at Christ's Covenant Church, where he also leads a small group and teaches in their Life Education courses. Before teaching at Grace, Dr. Harmon was on staff with Campus Crusade for Christ for eight years.

Hill, Christine M., Ph.D.

Professor of Spiritual Formation and Women's Ministries

B.A. in Christian Education with emphasis in Local Church Ministry and Intercultural Studies, Wheaton College; M.A. in Christian Education, Talbot School of Theology; Ph.D. in Educational Studies with emphasis in Character Development and Spiritual Formation, Talbot School of Theology

Dr. Hill brings her passion and training in spiritual formation to facilitate the holistic development of students while at Grace. Her research interests include personal and interpersonal development with empirical work conducted in the area of adult attachment styles and relationship with God variables. She taught at Biola University and Talbot School of Theology before coming to Grace in 2006. While her ministry focus has been primarily with women, she has served in a variety of leadership roles cross-culturally, in the local church and in the parachurch context. She has developed a number of Bible study materials, published in the *Christian Education Journal* and presented research findings at the

North American Professors of Christian Education Conference, a society of which she is a member. She directs the Center for Women's Leadership Studies which partners with Women of Grace, USA to equip women for ministry in the local church. In addition to these weekend classes, she often speaks at women's retreats and conferences.

Publications:

Journal Article: "The Role of Friendship in Spiritual Formation," *Christian Education Journal* 4 NS/1 (Fall 2000), 45-62.

Contributor: Robinson, B. (Ed.). (2004). *Women's Ministry in the 21st Century*. Loveland, CO: Group Publishing.

Julien, Thomas T., D.D.

Part Time Instructor

B.A. in English Bible, Bob Jones University; M.Div., Grace Theological Seminary; *Certificat d'Etudes Langues et de Culture Francaises*, University of Grenoble, France; D.D., Grace Theological Seminary

Dr. Julien has been with Grace Brethren International Missions since 1958, serving in France as a missionary from 1958 to 1986. He also served as France Field superintendent, then as Europe Coordinator. He served as Executive Director of Grace Brethren Foreign Missions from 1986 to 2000. In 2000, he and his wife left again for France to work with students in Paris. At present he is the Global Coordinator for Leadership Training at Grace Brethren International Missions headquarters in Winona Lake. He has authored four books: *Inherited Wealth*, *Spiritual Greatness*, *Seize the Moment*, and *Antioch Revisited*.

Kent, Homer A., Th.D.

Past President and Professor Emeritus of New Testament

B.A. in Religion, Bob Jones University; M.Div., Grace Theological Seminary; Th.M. in New Testament, Grace Theological Seminary; Th.D. in New Testament, Grace Theological Seminary; Postdoctoral Studies, The American Institute of Holy Land Studies, Jerusalem.

Dr. Kent has more than 40 years of teaching experience, including 14 years as Dean of Grace Theological Seminary and ten years as President of Grace Schools. He is the author of six books and numerous articles. He also served as one of the translators of the *NIV Bible*.

Publications:

"Matthew" (in *The Wycliffe Bible Commentary*)

Ephesians: The Glory of the Church

The Epistle to the Hebrews: An Expository Commentary

Jerusalem to Rome: Studies in Acts

Light in the Darkness: Studies in the Gospel of John

The Pastoral Epistles

The Freedom of God's Sons: Studies in Galatians

"Philippians" (in *The Expositor's Bible Commentary*)

Treasures of Wisdom: Studies in Colossians and Philemon

A Heart Opened Wide: Studies in 2 Corinthians

Faith That Works: Studies in James

LaGioia, Rock M.

Professor of Pastoral Studies

Director, Doctor of Ministry Program

B.A. in Pastoral Studies, Moody Bible Institute; M.Div., Trinity International University; Th.M. Practical Theology, Trinity International University; D.Min. Preaching, Trinity International University.

Dr. Rock LaGioia serves as Professor of Pastoral Studies and Director of the Doctor of Ministry Program at Grace Theological Seminary. Dr. LaGioia has taught undergraduate, graduate, and doctorate courses in bible, pastoral studies, preaching, and theology at Moody Bible Institute, Taylor University, Grace College, Trinity Evangelical Divinity School, Huntington University Graduate School and Grace Theological Seminary. He is a member of the Evangelical Homiletics Society and the Evangelical Theological Society and has written a variety of articles and book reviews. Dr. Rock has been involved in pastoral work since 1987 and he frequently preaches and teaches at a variety of venues.

Manahan, Ronald E., Th.D.

Special Advisor to the President, Professor of Biblical Studies

Diploma in Pastoral Studies, Grand Rapids School of Bible and Music; B.A. in Religion, Shelton College; M.Div., Grace Theological Seminary; Th.M. in Old Testament and Hebrew, Grace Theological Seminary; Th.D. in Old Testament and Hebrew, Grace Theological Seminary

Dr. Manahan has taught at Grace since 1977. In addition to his teaching, Dr. Manahan has served as a division chair, Academic Dean of Grace College, and Provost. Early in 1994 he was appointed fifth President of Grace College and Theological Seminary. He has had extensive experience as a pastor and a Bible conference speaker. He also teaches Biblical Perspectives on the Environment at Au Sable Institute. Dr. Manahan has been a contributing author to two books, as well as authoring numerous journal articles.

Rata, Tiberius, Ph.D.

Professor of Old Testament Studies

Associate Dean

B.S. in Urban and Regional Planning, California State Polytechnic University; M.Div., Golden Gate Baptist Theological Seminary; Ph.D. in Theological Studies/Old Testament, Trinity Evangelical Divinity School

Dr. Rata comes to Grace Theological Seminary from Beeson Divinity School in Birmingham, Alabama, where he served as Assistant Professor of Divinity. Before that he taught at Trinity International University in Deerfield, Illinois, and Emmanuel Baptist University in Oradea, Romania. He also pastored churches in California, Alabama, and Michigan. He is a member of the Evangelical Theological Society and the Institute for Biblical Research and has presented papers at the national conventions of the Evangelical Theological Society.

Publications:

Books:

Fear God and Keep His Commandments: A Commentary on Ecclesiastes. With Kevin Roberts. Winona Lake, IN: BMH, 2016.

Ezra-Nehemiah. A Mentor Commentary, Ross-shire: Great Britain, 2011.

The Covenant Motif in Jeremiah's Book of Comfort: Textual and Intertextual Studies of Jeremiah 30-33. 2007.

Jeremiah and Lamentations: An Exegetical Commentary. With Walter Kaiser Jr. Bellingham, WA: Logos, forthcoming.

Articles:

"Covenant," in *Dictionary of the Old Testament: Prophets*, edited by J. Gordon McConville and Mark J. Boda. Downers Grove, Illinois, IVP, 99-105..

"Aaron," "Abraham," "Achan," "Boaz," in *Dictionary of the Bible and Western Culture*, edited by Mary Ann Beavis and Michael Gilmour. Sheffield Phoenix Press, forthcoming.

"Approaching the Psalms: Key Insights" (with Brent Sandy) in *Preaching from the Psalms: Essays in Honor of John Davis* St. Louis: Chalice, 2010.

"Study Notes on Leviticus 13-27" in *Holman Christian Study Bible* Nashville: Broadman & Holman, 2010.

"David." Pages 86-88 in *Dictionary of the Old Testament: Wisdom, Poetry & Writings* Downers Grove, Illinois, IVP, 2008.

"The History of the Text of Jeremiah." *Scripture and Interpretation*. 11/1 (2008): 39-51.

"John Gill." Pages 462-465 in *Historical Dictionary of Major Biblical Interpreters* Downers Grove, Illinois: IVP, 2007.

"The Messiah as the Righteous Branch." *Scripture and Interpretation*. 1/2 (2007): 154-164.

"What Are You Doing in This Cave?" *Preaching Online*. July 2007.

"God as Restorer: The Theology of the Book of Nehemiah." in *SBJT*, Fall 2005

"The Sound of Grace" in *Preaching*, May-June 2005

"Building the Family of Faith to Live by God's Truth" in *The Alabama Baptist*, Winter 2004-05
Family Bible Study Curriculum Outlines

"Theological Education in Romania" in *East-West Church & Ministry Report*, Spring 2002

Stallter, Thomas M., D.Miss.

Professor of Intercultural Studies and World Mission

B.A in Communications, Grace College; Th.M. in Bible Exposition, Dallas Theological Seminary; D.Miss., Western Seminary; Postdoctoral studies in Anthropology, Trinity Evangelical Divinity School. Dr. Stallter has 18 years of missionary experience in the Central African Republic and Chad in the areas of church planting and development, leadership training, mission administration, and famine & economic relief. He has written various articles on topics such as "The Challenge of Multicultural Worship" (in *Authentic Worship*, Kregel, 2000), "A Case Study for African Self-Sustaining Churches" (in *Business as Mission*, Wm. Carey Library, 2006), and "Cultural Intelligence: A Model for Cross-Cultural Problem Solving" (in *Missiology: An International Review*, 37:4, 2009). His more recent work is in three articles: "Compartmentalism in the Theology of the Church in the U.S., Individualism and Informality in the Church in the U.S., and Value Orientations and the Church in the U.S." (in the *Encyclopedia of Christianity in the United States*, Rowan & Littlefield, 2016). Dr. Stallter is also the Executive Director of the GTS Center for Korean Studies.

Teevan, John A., D.Min.

Adjunct Instructor in the D.Min. program

A.B. in Economics, Princeton University; M.Div., Grace Theological Seminary; D.Min. in Intercultural Ministry, Grace Theological Seminary

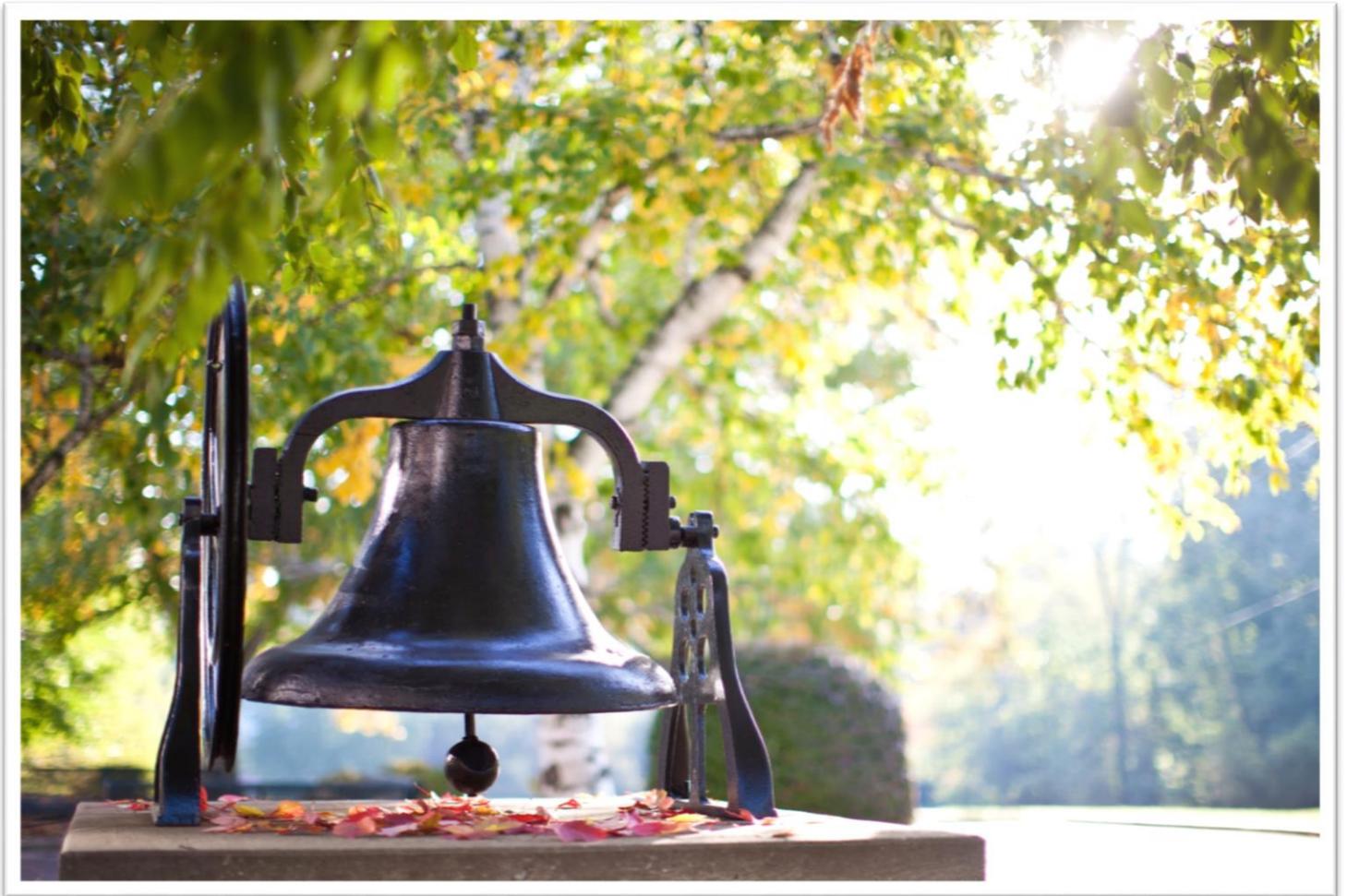
Dr. Teevan came to Christ during his college years at Princeton University. After graduating with a degree in economics, he studied at Grace Theological Seminary to become a pastor. He served the Ashland, Ohio, Grace Brethren Church for many years. In 1989, Dr. Teevan became senior pastor of the Winona Lake, Indiana, Grace Brethren Church where he served until 2006. In addition, he has served as Moderator of the Fellowship of Grace Brethren Churches, focusing his efforts on continuing education. He also has served on the Grace Brethren International Missions board since 1981. Dr. Teevan currently serves on the boards of Kosciusko Community Hospital, CASA, KC-Educational Development, and is Director of the Prison Extension for Grace College.

Grace Theological Seminary is part of the Grace School of Ministry Studies.

The seminary admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Grace Theological Seminary is committed to compliance with the Title IX of the Federal Education amendments of 1972, except as claimed in a filed religious exemption. It does not discriminate against qualified individuals with disabilities in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by applicable federal laws and regulations.

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School of Professional and Online Education



Timothy J. Ziebarth
Executive Dean

Introduction

The School of Professional and Online Education houses a wide range of academic programs and services designed to make the “Grace” education experience available to a broad group of learners outside the traditional college setting. Programs run the gamut from industry-specific certificates, to associate degrees, to adult bachelor degree completion programs to a variety of master’s degrees.

Vision

To be the recognized leader in innovative, Christian higher education offering learners engaging opportunities that are affordable and accessible.

Mission

The School of Professional and Online Education exists to expand innovative strategic partnerships and implement high quality and affordable educational programs to a diverse population of learners.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 104
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education’s Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

Classification of Graduate Students

Full-time Students: Full-time students are those enrolled in a degree, diploma, or certificate program for at least 6 semester hours of credit during a regular semester.

Part-time Students: Part-time students are those enrolled in a degree, diploma, or certificate program for at least 3 hours of credit during a regular semester.

Auditors: Students who desire to hear the lectures in a course without undertaking the coursework for credit may be admitted as auditors to selected courses by making proper application with the Online Admissions Office. Though no credits or grade points are involved, auditors are required to pay the appropriate fees and to meet class attendance requirements. Those who do not meet attendance requirements will receive the “grade” of “W,” whether or not they have officially withdrawn.

Auditing is not permitted for some courses. (This policy is at the discretion of the department or professor involved.) For some courses, auditing is permitted only if the student completes the course assignments as specified by the professor. An auditor may enroll for only one semester as a “full-time” auditor.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program’s goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year’s catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program’s catalog. Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution’s Web site.

It is each student’s responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances

Online Courses

Some individual undergraduate courses at the institution are offered in an online format and most courses in the college and seminary use a learning management system to facilitate course delivery. Courses offered online are identified as such on the schedule published by the Registrar's Office.

Degree Programs

Grace College offers residential and online degree programs at the undergraduate and graduate levels, which are described in each program's individual catalog. Residential and online programs include:

Online Associate

- Associate of Science in Liberal Arts

Online Degree Completion (GOAL program)

- Bachelor of Science in Business Administration
- Bachelor of Science in Human Services
- Bachelor of Science in Management
- Bachelor of Science in Psychology
- Bachelor of Science in Ministry Leadership
- Bachelor of Science in Quality Management

Online Graduate

- Master of Science in Athletic Administration
- Master of Science in Business Administration
- Master of Arts in Clinical Mental Health Counseling
- Master of Science in Higher Education
- Master of Arts in Ministry Studies
- Master of Science in Nonprofit Management

Residential Academic Programs

- Degree Completion - GOAL
 - Bachelor of Science in Management
 - Bachelor of Science in Quality Management
- Orthopaedic Regulatory and Clinical Affairs – ORCA
 - Master of Science in Orthopaedic and Clinical Affairs (Pending academic approval, possible Fall 2018 launch)

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

Questions about professional and online programs can be directed to the School of Professional and Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 888.249.0533) or visit: www.grace.edu and/or www.grace.edu/online for more information.

GRACE COLLEGE AND SEMINARY CATALOG 2018-2019

Associate of Science in Liberal Arts



Faculty

Tim Ziebarth, M.B.A., Ed.D.
Executive Dean, School of Professional
& Online Education

Whitni Buckles, Ph.D.
Rachel Cutcliff, M.A.
John French, Th.M., Th.D.
Melissa Mosley, M.A.
Cheryl Piotrowski, M.S.
Peter Wolff, M.A.
Corinne Yeh, M.A.

Program Mission

A strong educational foundation is vital for reaching your career goals. Knowledge and skills in a variety of areas can help you become a well-rounded professional. The online Associate of Science in Liberal Arts is designed to develop your critical-thinking skills and begin your journey to higher education.

Program Purpose and Goals

The Associate of Science in Liberal Arts exists to provide a biblically-anchored, affordable, and accessible college education to Grace College students in a fully-online format.

Those learners who complete the Associate of Science in Liberal Arts program of Grace College will be evaluated in three domains:

Discovering Self – Learners completing the Associate Degree program will identify and examine God-given abilities and gifts to maximize their potential.

Relationship to Others – Learners completing the Associate Degree program will examine and interpret information that expands their knowledge of their community and the world.

Demonstrate Knowledge – Learners completing the Associate Degree program will interpret and apply relevant content to be successful in pursuit of professional endeavors or in order to further develop themselves by continuing their education.

Program Description

This program allows students to complete a 60-hour Associate of Science degree in Liberal Arts. This degree can easily lead to the completion of a bachelor's degree through our GOAL (Grace Opportunities for Adult Learners) degree completion program.

Schedule and Delivery Format

The A.S. in Liberal Arts degree is delivered in a fully-online format. The online format enables students to work full time and take semester-long courses. The format is flexible enough that students can complete their course assignments around their own specific weekly schedule.

Information regarding the technology and user-skill requirements for the online program is available on the Office of Information Technology page of the institution's website.

Technology Requirements

Information regarding the technology and user-skill requirements are available on the Office of Information Technology page of the institution's website: <http://www.grace.edu/resources/technology-support>

Admission Requirements

1. Applicants to the A.S. Liberal Arts degree must submit their high school transcript or college transcripts. The high school transcript is not necessary if the student was previously enrolled in a higher learning institution; then, only the college transcript is necessary.
2. Minimum 2.0 GPA
3. Students may transfer in up to 30 credit hours. Students should contact the School of Professional and Online Education for further details about transfer credits.

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Grace College and Seminary
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Contact

For additional information about admission requirements or course enrollment and completion, please contact the staff at the Grace College School of Professional and Online Education at 888-249-0533 or email online@grace.edu.

CURRICULUM

An associate degree is comprised of 60 hours.

All courses are designed and approved by the Grace College faculty and are comparable to those taught at the main Grace College campus. Courses are taught by Grace faculty or Grace-approved instructors.

BHS 2520 Leadership Principles of Development
BIB 1050 Exploring the Bible
BIB 2010 Scripture and Interpretation
BUS 3400 Organizational Behavior
COM 1100 Public Speaking
COM 2130 Interpersonal Communications
ECN 3000 Consumer Economics
ENG 1100 Effective Writing
FYE 1010 Freshman Foundations
GEO 1010 World Geography
HIS 1380 Contemporary America and the World
HUM 2100 Creative Arts and Culture
HUM 3500 Liberal Arts Capstone
ISM 1200 Integration of Software Tools
MAT 1120 College Algebra
MAT 3450 Analytical Tools for Decision Making
PHI 3010 Christianity and Critical Thinking
PSY 1100 Introduction to Psychology
SCI 2030 Faith, Science, and Reason
SOC 1100 Introduction to Sociology

COURSES

FYE 1010 Freshman Foundations

This is a practical, academic course which is intended to prepare new students to engage in three key areas of their first-year transition into college: Understanding who we are, understanding who they are, and understanding our Call. This course is designed to make their years at Grace the best experience possible. This course will help students discover their God-given strengths, navigate through current college issues, and help the student better understand what makes a Christian liberal arts education

valuable. It will also introduce students to the value of service in the local community and introduce students to prospective departments and faculty within the institution, assisting in the selection process of choosing a major and a career. Three hours.

ENG 1100 Effective Writing

This course is designed to help you develop and hone the skills necessary for clear and persuasive writing at the college level and beyond. The primary focus of the course is scholarly writing, though we will also explore other genres such as the personal expressive narrative, rhetorical analysis, and position paper. In particular, this course will help you engage complex issues and competing points of view while articulating and supporting an argument using appropriate sources.

BIB1050 Exploring the Bible

This course provides a survey of the biblical story in its progressive unfolding of the history of redemption within the framework of creation, fall, redemption, consummation. Attention is given to the literary, historical, cultural, and theological dimensions of Scripture as it offers a meta-narrative or “worldview-story.” Emphasis is placed on the unity of Scripture as it reaches its fullness and fulfillment in Christ, while at the same time recognizing key developments and differences between the various chapters of the biblical storyline. Three hours.

COM 1100 Public Speaking

A study of communication theory as applicable to public speaking. Students explore the components of an effective speech, as well as current applications of speaking skills. Emphasis will be placed on practicing and displaying these skills in a laboratory setting. Three hours.

BIB2010 Scripture and Interpretation

Foundational principles of effective Bible study will be applied for personal study and small group Bible study leadership. Observational skills of the English text will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal of equipping the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Three hours.

MAT 1120 College Algebra

Course description: Topics include algebra operations, functions, graphing, polynomials, exponentials, sequences and series. Applications will include least squares analysis, finance, permutations, and expected value. Three credit hours.

GEO 1010 World Geography

This course is designed to give students a general synopsis of the cultural and physical elements of human habitats, the significance of the elements of the earth to humans, and the use of maps and their importance. The course will specifically focus on human geography from a social science perspective, while integrating natural science concepts from the physical standpoint. Three hours.

PSY 1100 Introduction to Psychology

An introduction to psychology as the study of human behavior. Basic principles of psychology will be explored including the process of learning, memory, perception, sensation, motivation, and emotion. Personal and social aspects of human development will be emphasized. Three hours.

HUM 2100 Creative Arts and Culture

Through a global, thematic approach, this course explores the human phenomenon of creativity. Posing the question "Why creative arts?" this course focuses on exploring how culture and creativity reflect each other within the realm of visual and performing arts. Through themes of survival, religion, the state, and

self, this course examines artists' roles within cultures, the way art is made or performed, how meaning is derived, and how art is used, kept or destroyed. Required experiential activities for engaging in visual and performing arts include such things as attending museum exhibits, concerts or theatrical productions. Three hours.

BHS 2520 Leadership Principles and Development

This course has been designed to expose students to a variety of leadership principles and models used in business, ministries, educational institutions, and other organizations. This course was originally designed by Learning House, Inc. and has been modified by Grace College instructors over the past 5-6 years. In this course, students will interact with and engage the content in order to think critically, apply theory to past, present, and future leadership opportunities, and synthesize a personal, yet research-based approach to various leadership opportunities. Three hours.

SCI 2030 Faith, Science, and Reason

Faith, Science, and Reason is designed to assist the student in (1) demonstrating the scope and magnitude of science and mathematics; (2) why we study these subjects; (3) knowing the limitations of these subjects; (4) where the Christian fits and operates within the scientific paradigm; and (5) how a Christian can incorporate their faith and reason within the scientific enterprise and how to use it as a productive platform when communicating to those of different worldviews. Three hours.

MAT 3450 Analytical Tools for Decision Making

Analytical tools for decision-making is designed to introduce the concept of business analytics to students. This textbook contains a collection of materials that are essential to the growing field of business analytics. In simple terms, business analytics helps business professionals make better decisions based on data. We discuss models for summarizing, visualizing, and understanding useful information from historical data. The course will discuss optimization models to help decision makers choose the best decision based on the available data. In addition, an overview of decision analysis approaches for incorporating a decision maker's views about risk into decision making will be covered.

SOC 1100 Introduction to Sociology

An introductory study of humans functioning in society. Basic principles of sociology will be experienced including organization, structure, strata, and problems in American society. Emphasis will be placed on observational techniques that will help to develop a spirit of active participation in the world. Three hours.

COM 2130 Interpersonal Communication

An examination of the process of communication and interpersonal relationships focusing on the role of the self, people perception, the environment, and the interaction of interpersonal orientations. Personal skills in resolving conflict and stimulating friendships are examined through exposure to theory, practical exercises, and the analysis of experiences in current relationships. Three hours.

PHI3010 Christianity and Critical Thinking

This course will critically examine the beliefs and presuppositions of philosophers and philosophies over the centuries and their impact on modern Christianity and the Christian Worldview. A critical examination will begin by utilizing the lens of Scripture as the basis of truth in evaluating these beliefs. The application of that examination will be centered on the reasons for God as well as the nature of suffering and evil as learners are encouraged to formulate a biblically sound Christian Worldview. Three credit hours.

ISM 1200 Integration of Software Tools

This course is designed to introduce students to some of the programs within the Microsoft Office 2013 Suite and use them to be productive in their classes and future jobs. Introductory to advanced skills will

be taught in Word 2013, Excel 2013, and PowerPoint 2013. If the students desire, this class will help prepare them to take the Microsoft Office Specialist Exams. Three hours.

BUS 3400 Organizational Behavior

This course deals with human behavior in organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to course topics which include: motivation, learning and development, group dynamics, leadership, communication, power and influence, change, diversity, organizational design, and culture. Class sessions and assignments are intended to help participants acquire skills and analytic concepts to improve organizational relationships and effectiveness. The course also examines selected personnel functions in an organization including job analysis, recruitment, and hiring, training, performance appraisal, and compensation. Three hours.

HUM 3500 Liberal Arts Capstone *In Development*

ECN 3000 Consumer Economics Consumer Economics is a course designed to prepare students to understand the economic system from a Biblical perspective and how it affects individuals as consumers, producers, and citizens. Students will integrate knowledge skills and practices required for management of resources in a technologically expanding global economy. Real world topics covered will include income money management spending and credit as well as saving and investing. Core skills in decision making problem solving critical thinking goal setting management of multiple roles and using technology are integrated into the course content. Three hours.

HIS 1380 Contemporary America and the World

This course is a topical approach to the cultural history of the United States from the end of the Second World War to the present, with special emphasis on America's role in global affairs. Students will not only gain a broad understanding of America's place in recent world events but also a specialized knowledge of various relevant topics and their historical context. Topics covered in this class have included the Cold War, the 1960s, American evangelicalism, and terrorism. Three hours.

Grace College Akron



Faculty

Caleb Nichols, Director, M.A.

Adam Armstrong, M.Div.

Gary Colledge, Ph.D.

Grant Currier, MFA

Richard Fisher, Ph.D.

Steven Hyatt, Ph.D.

Matt Koons

James Margida, M.S.

Jeffrey Martell, D.Ed.Min

Dave McClellan

Marybeth Poder, Ph.D.

Ryan Rodeman, M.A.

Austin Shaw

Rick Scavuzzo

Adam Speas, M.A.

Akron Description

Students who desire a bachelor's degree in Biblical studies with a Ministry Leadership Concentration can attend the Grace College Akron location. Akron desires to fuel leaders for ministry who are skilled in using the gospel in their lives and community.

Program Mission and Goals

Grace College and Seminary is an evangelical Christian community of higher education which applies biblical values in strengthening character, sharpening competence, and preparing for service. Grace College offers a biblically-anchored, affordable, and accessible Christian education to college-age students in the Akron area.

1. Grace College Akron is committed to developing a foundational biblical literacy in all our majors including a basic understanding of biblical interpretation, knowledge of the biblical cultures and world, and familiarity with basic biblical characters, events, places, dates, and themes.
2. Grace College Akron is committed to developing workers and leaders that focus specifically on unique ministry contexts through our specializations by providing a foundational understanding and the essential skills needed for serving in both the local church and global ministry.
3. Grace College Akron is committed to developing a basic knowledge of Christianity, including the essential doctrines of the Christian faith and a specific understanding of the historical and theological development of those groups and movements that inform directly our evangelical foundation here at Grace.
4. Grace College Akron is committed to developing the entire person for effective ministry, including attention to the spiritual as well as professional development of the minister through intentional personal reflection, focused applied ministry engagement, and practical discipleship development.
5. Grace College Akron is committed to developing students by leading them through the personal experience of becoming a disciple, making disciples, and leading in ministry. This is the natural progression that a spiritual leader moves through. A faithful disciple of Jesus will make disciples and will begin leading those disciples spiritually.
6. Grace College Akron is committed to the full integration of biblical information, personal gifting, ministry context, and ministry teams for the purpose of doing effective ministry in the real world. All of these factors are important and must work together in harmony for the local and global church to thrive.

Program Purpose

Grace College Akron exists to provide postsecondary education that is affordable, accessible, and anchored in the Word of God. This program serves those who would like to receive a degree in the Akron area in a face-to-face format.

Grace College Akron exists to deliver hope and opportunity through education, providing a wide range of courses that students can utilize to assist in developmental growth and life transformation.

1. Demonstrate Knowledge - Learners completing the Biblical Studies with a Ministry Leadership Concentration degree will develop a foundational biblical literacy including a basic understanding

of biblical characters, events, places, dates, themes, cultures, interpretation, and the essential doctrines of the Christian faith.

2. Develop Ministry Skills - Learners completing the Biblical Studies with a Ministry Leadership Concentration degree will develop essentials skills needed for serving in both the local church and global ministry.
3. Engage in Mentoring Experiences - Learners completing the Biblical Studies with a Ministry Leadership Concentration degree will utilize practical and professional mentoring experiences to prepare for service and show compassion for others.

Schedule and Delivery Format/ Technology Requirements

The Biblical Studies with a Ministry Leadership Concentration degree contains courses offered on-site Monday through Friday. Additional online courses may be offered. All students will need regular access to a computer as classes are a hybrid of classroom, web-facilitation, and online learning. Information regarding the technology and user-skill requirements is available on the technology support page of the college's website.

Admission Requirements

Admission requirements for applicants to Grace College Akron are the same as those for applicants to Grace College, which include the student's high school transcript and ACT or SAT score (TOEFL for international students). Online applications are available on the institution's website. For additional information about admission requirements or course enrollment, please contact the staff at the Grace College School of Professional and Online Education at 888-249-0533 or email online@grace.edu.

Application Process

To be considered for acceptance into the Biblical Studies with a Ministry Leadership Concentration program, students must submit the application form for the bachelor's degree program to Grace College (<http://akron.grace.edu/admissions/apply-now>). An official transcript must accompany the application form if the student intends to transfer credits from another institution.

AKRON EDUCATION FACILITY

Akron Location

Ghent Road Building
754 Ghent Road
Akron, OH 44333

The Akron Education Team

In general, the first point-of-contact for questions, concerns, and needs should be Caleb Nichols. If this individual is unavailable or there is not satisfactory resolution, questions should then be directed to the Executive Dean.

Caleb Nichols - Site Director

Akron Location

Office Phone: (574) 372-5100 ext. 6221 or (330) 422-3150

Email: nicholc@grace.edu

Jodi Baker - Academic Support Coordinator

Winona Lake Campus

Office Phone: (574) 372-5100 ext. 6194

Email: bakerj@grace.edu

Tim Ziebarth - Executive Dean, Grace College School of Professional and Online Education

Winona Lake Campus

Office Phone: (574) 372-5100 ext. 6191

Email: tjziebarth@grace.edu

Handbook

Grace College Akron has a handbook that outlines its policies. This handbook is available from the Akron Site Director.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs. The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision. Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

Course Descriptions

In the following courses, students will be explorers (not just observers) in the study of the Bible. The goal is to become skilled in interpretation and wise in application. Courses will focus on breadth and depth of learning, so that students are capable of dealing with both specific and global issues in the text.

GENERAL EDUCATION REQUIREMENTS

BIB1050 Exploring the Bible

This course provides a survey of the biblical story in its progressive unfolding of the history of redemption within the framework of creation, fall, redemption, consummation. Attention is given to the literary, historical, cultural, and theological dimensions of Scripture as it offers a metanarrative or 'worldview-story.' Emphasis is placed on the unity of Scripture as it reaches its fullness and fulfillment in Christ, while at the same time recognizing key developments and differences between the various chapters of the biblical storyline. Three credit hours.

BIB2010 Scripture and Interpretation

Foundational principles of effective Bible study will be applied for personal study and small group Bible study leadership. Observational skills of the English text will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal of

equipping the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Three credit hours

BIB3300 Essential Doctrinal Themes

This course is designed to engage the student in the essential doctrines of the Christian Faith and to help them complete the desired transference from belief to conviction in their personal faith. The purpose of this class is to examine eight areas of theology in such a manner as to allow the learner to search the Scriptures so they can begin to articulate and defend what they believe about the Christian faith. Special attention will be given to helping the student grasp the historical doctrinal commitments of Grace College and Seminary by engaging students in class discussion around those commitments. Three credit hours.

FYE1010 Freshman Foundations

This course will help students discover their God-given strengths, navigate through current college issues, and help the student better understand what makes a Christian liberal arts education valuable. It will also introduce students to the value off-campus involvement and introduce students to prospective departments and faculty within the institution, assisting in the selection process of choosing a major and a career. This course is designed to make students' years at Grace the best experience possible. Three credit hours.

ECN3000 Consumer Economics

Consumer Economics is a course designed to prepare students to understand the economic system from a Biblical perspective and how it affects individuals as consumers, producers and citizens. Students will integrate knowledge, skills and practices required for management of resources in a technologically expanding global economy. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Core skills in decision making, problem solving, critical thinking, goal setting, management of multiple roles and using technology are integrated into the course content. Three credit hours.

PHI3010 Christianity and Critical Thinking

This course will critically examine the beliefs and presuppositions of philosophers and philosophies over the centuries and their impact on modern Christianity and the Christian Worldview. A critical examination will begin by utilizing the lens of Scripture as the basis of truth in evaluating these beliefs. The application of that examination will be centered on the reasons for God as well as the nature of suffering and evil as learners are encouraged to formulate a biblically sound Christian Worldview. Three credit hours.

COM1100 Public Speaking

The objective of this course is to provide students with an introduction to the principles of public discourse and civic engagement. The focus will be on a practical background in recognizing, analyzing, and constructing arguments in the public sphere. Readings, class time, and assignments will focus on the skills and concepts necessary for successful application of the principles to a civic engagement project. Three credit hours, including lab.

ENG1100 Effective Writing

This course is designed to help you develop and hone the skills involved in clear and persuasive writing at the college level and beyond. While the primary focus of this course is scholarly writing, we will also explore other genres of writing important to civic life, such as the personal expressive narrative, rhetorical analysis, and opinion/editorial essay. Three credit hours.

PSY1200 Essentials of Behavioral Science

This introductory course in Behavioral Sciences provides an opportunity to learn about various behavioral science topics, concepts and real life applications. This course will survey multiple topics as they relate to relationships. Students will also be encouraged during this course to increase personal awareness of how cognitive and emotional factors influence behavior in a variety of social contexts. The focus of this course is on improving relationships in many different sectors of life. Three credit hours.

HIS1380 Contemporary America and the World

This course is a topical approach to the cultural history of the United States from the end of the Second World War to the present, with special emphasis on America's role in global affairs. Students will not only gain a broad understanding of America's place in recent world events but also a specialized knowledge of various relevant topics and their historical context. Topics covered in this class have included the Cold War, the 1960s, American evangelicalism, and terrorism. This is the department's general education course. Three credit hours.

HUM2000 Global Perspectives

The purpose of Global Perspectives is to encounter world cultures through literature, film, and dialogue. In this interdisciplinary course, students engage divergent outlooks from around the world, grappling with cultural differences and presuppositions. This course cultivates cultural competency, provides a framework for understanding God's heart for the nations, and prepares students for the Cross-Cultural Field Experience. Three credit hours.

HUM2100 Creative Arts and Culture

Through a global, thematic approach, this course explores the human phenomenon of creativity. Posing the question "Why creative arts?" this course focuses on exploring how culture and creativity reflect each other within the realm of visual and performing arts. Through themes of survival, religion, the state, and self, this course examines artists' roles within cultures, the way art is made or performed, how meaning is derived, and how art is used, kept or destroyed. Required experiential activities for engaging in visual and performing arts include such things as attending museum exhibits, concerts or theatrical productions. Three credit hours.

SCI2030 Faith, Science, and Reason

Faith, Science, and Reason is designed to assist the student in (1) demonstrating the scope and magnitude of science and mathematics; (2) why we study these subjects; (3) knowing the limitations of these subjects; (4) where the Christian fits and operates within the scientific paradigm; and (5) how a Christian can incorporate their faith and reason within the scientific enterprise and how to use it as a productive platform when communicating to those of different worldviews. Three credit hours.

MAJOR REQUIREMENTS

BBL2010 Understanding the Old Testament

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

BBL2020 Understanding the New Testament

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

BIB2310 History of Christianity

Students will seek to discover what transpired in Christianity from the 1st century to modern times in order to understand what Christianity is in the present. They will identify the major events, personalities, and theological issues, both Western and non-Western, that shaped the development of Christianity. They will appreciate the challenges that the church faced as it matured in history, and they will gain perspective on the challenges still facing the church today. Prerequisite: BIB1050. This is an upper level course available to juniors and seniors. It is also offered at a graduate level. Three credit hours.

BBL3010 Defining Doctrines of the Christian Faith

Students will identify the central affirmations of Christianity that distinguish orthodoxy from heresy, heterodoxy, liberalism, and neo-orthodoxy. Students will be able to support each defining doctrine from Scripture. The role of creeds, church councils, and doctrinal statements in defining and preserving orthodoxy will be explored. Students will appreciate the diversity within Christian orthodoxy, while the central affirmations are preserved. Prerequisite: BIB1050. Three credit hours.

BBL3090 Spiritual Formation

Students will explore the various dynamics that converge to produce maturity in the life of a Christian. They will seek to construct a theory of spiritual formation based on a practical knowledge of God, a realistic awareness of self, a full-orbed understanding of pertinent scriptural insights, and a historical perspective of various approaches to spirituality. They will examine the necessity of the integration of the individual pursuit of spiritual maturity with the corporate dimension. The approach of the course will include practical application along with classroom discussion and outside research. Prerequisite: BIB 2010. Three credit hours.

MIS3220 Principles and Practice of Prayer

Students will examine the teaching of the Scriptures on the subject of prayer with a view to discovering the absolute necessity of a vital prayer experience in the life of the man or woman of God and in the life of the Church. Urgency, consistency, and effectiveness of prayer will all be discussed as well as practical guidance for fostering these. Significant time will be spent in the practice of prayer. Three credit hours.

BBL3140 Biblical Backgrounds

Students will seek to understand how people thought, communicated, and lived in the ancient world during the OT, NT and Intertestamental Periods. Special emphasis will be placed on key people groups and political, cultural, theological, and literary developments that form the background to the Bible. Students will learn to use insights from geography, cultural anthropology, archaeology, sociology, philosophy, politics, literature, and history for the interpretation of Scripture in light of the history and culture of the people to whom it was addressed. Three credit hours.

BBL4810 Senior Seminar (Leadership in Ministry)

This course is designed to facilitate senior level students in the application of theory to ministry practice. The learner will be challenged to integrate biblical/theological knowledge gained in a variety of courses together with specialized research that pertains to specific ministry issues. Three credit hours.

MLD 1000 Principles of Ministry Leadership

This course designed to equip students to serve effectively as ministry leaders in a variety of faith-based nonprofit contexts. The course provides an introductory and holistic overview of principles inherent to the practice of Christian ministry leadership. Researched based theories and models, organizational design, and leadership principles will be discussed and integrated within a framework of biblical, theological, organizational, and cultural perspectives. Three credit hours

MLD2700 Servant Leadership

Servant Leadership (MLD 2700) is designed to guide the student into embracing a Christ-centered approach to leadership by means of serving others, focusing on these three dynamics in the life and ministry of the servant leader: conviction, character and competence. Included in the course are opportunities to learn through reading, participating in discussions, involvement in an interactive video course by the instructor, interviewing a seasoned servant leader and hands on experience in serving in a current ministry. Three credit hours.

MLD3000 Nonprofit Financial Management

This course will introduce learners to the role of resource management found within nonprofit environments. Learners will interact with philanthropy, earned income strategies, governmental support, and financial management of such resources. Three credit hours.

MLD3300 Ministry: Outreach and Care

This course focuses on evangelism, missions, social involvement, pastoral care, and community. This course assists the student with helping others, planning, and resources. 3 credit hours.

MLD3400 Communication in Christian Ministry

This course will look into the importance of communication in leadership within Christian Ministry. Communication will be studied within the context of today's technological, strategic and ministerial developments. The course will deal with principles in "organizational communication" and "communicating in teams and networks." Focuses will be on the analysis of an organization of the student's choice and on the understanding and completion of communication needs within an organization. Three credit hours.

ICS3650 Intercultural Ministry

This course is an overview of intercultural missions in which students will discover the importance of cultural value systems, intercultural communication, contextualization, and cultural adaptation, and how these issues affect biblical ministry in intercultural and multicultural contexts. Future pastors, youth ministers, Christian counselors, and other Christian ministry personnel will become more effective in various intercultural situations by shaping their ministry to penetrate other cultures more deeply. Knowing how culture functions, the extent to which it shapes people, and how we are affected by our own culture keeps us from reading our cultural values into other contexts and into our interpretation of the Bible. It also guards against unknowingly imposing our cultural values on others. The course will not count toward the requirements of an undergraduate intercultural mission minor. Three credit hours.

BBL3000 Theological Systems

Students will explore the theological methods and presuppositions practiced by the diversity of theological systems. Students will seek answers to questions such as, how is presuppositional apologetics different from evidential apologetics. How is systematic theology different from biblical theology? How is dispensational theology different from covenant theology? How is reformed theology different from Armenian theology? How is progressive dispensationalism different from classic dispensationalism? Students will study the methods and presuppositions of leading theologians, from the Apostle Paul to the present. Prerequisite: BIB1050. This is an upper level course available to juniors and seniors. It is also offered at a graduate level. Three credit hours.

PHI3000 Apologetics in a Postmodern World

The purpose of this course is to provide students with an introductory survey to the defense of the Christian worldview in its contemporary postmodern context. The course will cover areas such as: the biblical and theological justification for the apologetic task; issues surrounding apologetic methodology; strategies for effective presentation and argumentation; the development of a positive case for Christianity; common objections against the Christian worldview; and a critique of prevalent ideologies and worldviews. This course will address philosophical, historical, scientific, and cultural issues surrounding the defense of Christianity in the contemporary world. Three credit hours.

BIB3290 New Testament Exposition

Foundational principles of effective Bible study will be applied for personal study and small group Bible study leadership. Observational skills of the English text of the New Testament will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal to equip the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Prerequisites: BIB1050, BIB2010, and BBL2020. Three credit hours.

BIB3310 Old Testament Exposition

Foundational principles of effective Bible study will be applied for personal study and Bible study leadership. Observational skills of the English text of the Old Testament will be developed through hands-on activities and assignments. Hermeneutical principles will be applied to various biblical genres with the goal to equip the learner to interpret the text based on its historical/cultural and literary context. Application of the meaning of the text for spiritual formation will be emphasized as well. Prerequisites: BIB1050, BIB2010, and BBL2010. Three credit hours.

BIB4060 Expository Preaching and Teaching

This course combines both theory and practice. It introduces a functional methodology of organizing and developing the elements of a sermon. It examines issues of bridging exegesis and exposition as well as the application of biblical truth and the effective delivery to listeners. Approximately one-third of the course is devoted to a lab setting where lessons and sermons are video-recorded and critiqued. Prerequisites: COM1100, BIB1050 and BIB2010. Three credit hours

SOC 1100 Introduction to Sociology

An introductory study of humans functioning in society. Basic principles of sociology will be experienced including organization, structure, strata, and problems in American society. Emphasis will be placed on observational techniques that will help to develop a spirit of active participation in the world. Three credit hours.

MAT3200 Probability and Statistics

This is an introductory course in probability and statistics. Topics covered include probability theorems and models, statistical techniques, and practices for applying statistical techniques in the world around us. Prerequisites: 12 credit hours; Basic Algebra. Three credit hours.

MLD 2020 Ministry Leadership Seminar 1—Becoming a Disciple of Jesus

This course will introduce learners to the major issues involved in becoming a disciple of Jesus. Students will interact with classroom learning as well as real life ministry experience and mentoring relationships. Students will participate in 90 hours of ministry experience during the summer seminar. It is strongly suggested but not required that the students participate in a minimum of one ministry project during this time. Some ministry projects that would be ideal include mission's trips, church camps, bible camps and other similar activities. Students will turn in their hours to their professor on a weekly basis. Students will also participate in mentoring conversations based on the topics of the class. The student will meet with an approved mentor for a total of 8 hours during the time frame of the class. Six credit hours.

MLD 3020 Ministry Leadership Seminar 2—Making Disciples of Jesus

(Course design in progress)

Students will formulate the methodology, research best practices, interview ministry personnel, and defend the thesis. Six credit hours.

MLD 4020 Ministry Leadership Seminar 3—Leading in Ministry *(Course design in progress)*

Students will summarize results and make a presentation to a panel of church administration personnel who will evaluate the project on given criteria. Six credit hours.

Grace Opportunities for Adult Learners (GOAL)



Faculty

Stephen A. Grill, Ed. D., Residential Director

Timothy J. Ziebarth, EdD., Online Director

Melissa K Chappell, M.B.A.

Douglas Forrester, M.A., M.Div.

Lorena Freeborough, M.S.

Robert Freeborough, Ph.D.

Jeffrey A. Gill, D.Min., Ph.D.

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Cynthia N. Sisson, M.A.

Kevin W. Vanderground, J.D.

GOAL PROGRAM DESCRIPTION

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

Grace offers the faculty, courses, and academic resources to make completing a bachelor's degree a reality with convenient scheduling, current technology, and outstanding conventional classroom and online instruction.

Purpose

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

Schedule

New residential and online cohorts typically begin their programs in either August or in January. Also, based on demand, there may be a Summer start for online cohorts.

Each adult degree completion cohort will attend classes together for 16 months (four consecutive terms).

Three of the terms will consist of four courses. For residential programs, three of those four courses will meet one night per week for five weeks each. The fourth course of those terms will meet on two Saturdays.

Note: GOAL online adopts an asynchronous model of online education. Online weeks will run from Monday – Sunday.

Please view the institution's [Campus Calendar](#) for more information.

Technology Requirements

Information regarding the technology and user-skill requirements are available on the Office of Information Technology page of the institution's site. <http://www.grace.edu/resources/technology-support>

Handbook

The GOAL Program has a handbook that outlines its policies and the unique situations encountered by adult learners. This handbook is available from the School of Professional and Online Education and is on the institution's intranet.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance

Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

HLC Criteria as Applied to the School of Professional and Online Education

Faculty teaching in the School of Professional and Online Education should have completed a program of study in the discipline or subfield in which they teach, and/or for which they develop curricula, with the coursework at least one level above that of the courses being taught or developed/or a current teaching or administrator license in the field. The School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position.

- Faculty teaching UNDERGRADUATE COURSES should hold a degree at least one level above that of the program in which they are teaching. Those faculty members teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline or subfield in which they teach. The School of Professional and Online Education has determined that an M.B.A. degree qualifies an instructor to teach all undergraduate business-related courses in the Weber, GOAL, as well as any other existing or new programs. An instructor with a master's degree can teach GOL 3000 Adult Learner or GOL 3010 Fundamentals of Lifelong Learning because these two courses are very introductory in nature and teach the fundamentals of learning and how to succeed in an undergraduate setting. Furthermore, the School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. See the SPOE Process for Exceptions.
- Faculty teaching UNDERGRADUATE BIBLE/THEOLOGY-RELATED courses should hold a degree at least one level above that of the program in which they are teaching. Those faculty members teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline or subfield in which they teach. The School of Professional and Online Education has determined that an M.Div

or other Bible-related degree qualifies an instructor to teach all undergraduate Bible-related courses in the Weber, GOAL, as well as other existing or new programs. Furthermore, the School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. See the SPOE Process for Exceptions.

School of Professional and Online Education Process for Exceptions

HLC Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. An institution that intends to use tested experience as a basis for hiring faculty must have a well-defined policy and procedure for determining when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline.

Deans and faculty leaders assess faculty members' qualifications. Endorsements are considered when potential instructors do not have the academic credentials required by the Higher Learning Commission. These endorsements are dependent on the relevancy of the experience both to the degree level and to the specific content of the course for which the faculty member is responsible. These endorsements come in two forms: Endorsement by Equivalency and Endorsement by Exception. These endorsements are used when credentialing part-time instructors.

ENDORSEMENT BY EQUIVALENCY is used when it is evident that an instructor has credentials that are "equivalent to" the degree required of our faculty in that content area. This endorsement is in line with HLC guidelines that allow an individual's knowledge and expertise to be determined by his or her tested experiences outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. For example, an instructor can be credentialed to teach if that instructor has a minimum of ten years of industry-specific experience. Such life experience can qualify as an equivalent to academic credentials for the purpose of teaching, based on the judgment of knowledgeable faculty in the discipline. This endorsement is used when in faculty judgment it is not necessary for an instructor to pursue further studies to teach at the college in the approved area.

ENDORSEMENT BY EXCEPTION is used when an instructor has demonstrated adequate knowledge and experience but has not met our standard for credentials. An example of such a situation would be the instructor who has a bachelor's/master's degree in a different teaching field, but has some certifications, professional affiliations, and a minimum of five years industry-specific or teaching experience.

NOTE ABOUT THE CATALOG

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog. Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

GOAL PROGRAM ADMISSION AND COMPLETION

Admission Requirements

1. Adult Degree Completion Application and essay.
2. All transcripts of previous college coursework.
3. If applicable, a portfolio detailing experiential learning.*

*Experiential Learning is not required, but is one way to obtain the necessary credits to gain acceptance to and/or finish your degree. For more information on how to produce an acceptable portfolio, please email goal@grace.edu.

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

Tuition Costs and Refunds

For information about residential GOAL tuition costs and refunds please view this [tuition pricing sheet](#). For information about online GOAL tuition costs and refunds please view this [tuition pricing sheet](#).

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

Locations

Residential Degree: B.S. Management, B.S. Quality Management: Winona Lake

Online Degrees: B.S. Management, B.S. Human Services, B.S. Business Administration, B.S. Quality Management

CONTACT

For additional information about the GOAL programs, admission requirements, or course enrollment and completion, please contact:

Residential programs:

School of Professional and Online Education

Grace College

200 Seminary Drive

Winona Lake, IN 46590

Toll free: 877.607.0012

Email: goal@grace.edu

<http://www.grace.edu/academics/school-professional-online-education>

Online programs:

School of Professional and Online Education

Grace College

200 Seminary Drive

Winona Lake, IN 46590

Toll free: 888.249.0533

Email: online@grace.edu

<http://online.grace.edu/>

DEGREE REQUIREMENTS

Building upon previous college credit and learning experiences equivalent to about two years of college, the GOAL Bachelor of Science degree (degree completion) can be completed in 16 months when these requirements are met:

1. As few as 60 prior college credit hours (some life and career experiences may be substituted for credit hours), or
2. Minimum 2.0 GPA
3. Complete 45 credits in one of the following Grace College GOAL programs:
 - a. Business Administration (Online)
 - b. Human Services (Online)
 - c. Management (Residential or Online)
 - d. Quality Management (Residential or Online)
4. Complete a total of 120 credit hours.

Note: Typically, the combination of transfer credits (60) and Grace College credits (45) provide 105-108 of the required 120 credits necessary for graduation. To complete the remaining credits, students may:

- a. Transfer in the additional credit hours needed OR
- b. Take additional hours at Grace College OR
- c. Earn (up to 24) credits for experiential learning OR
- d. Earn credits through CLEP or D.S.S.T. examinations.

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

MAJORS

- a. Business Administration (Online)
- b. Human Services (Online)
- c. Management (Residential or Online)
- d. Quality Management (Residential or Online)

Major Goals and Assessment

Those learners who complete the core of the GOAL program at Grace College will be assessed in three domains:

1. Understanding Self – A learner completing the GOAL core will examine personality and leadership styles in order to assess one’s personality and leadership roles in the workplace.
2. Understanding People – A learner completing the GOAL core will analyze, incorporate, and utilize all the information obtained to produce a various projects in their individual environment that involves and utilizes personnel effectively to complete that project.
3. Understanding the Discipline – A learner completing the GOAL core will interpret and apply relevant content from the field of study. Specific goals for each major are listed in the Curriculum section below.

CURRICULUM

The following courses are required for all the GOAL majors:

GOL 3000 Adult Learner (residential) or GOL 3010 Fundamentals of Lifelong Learning (online)
GOL 3100 Business Writing in the New Millennium
GOL 3200 Expanded Conversation: Public Speaking in the Workplace
GOL 3300 Gifts Differing: Diversity and Teamwork in the Workplace
GOL 4700 Senior Seminar

Business Administration (Online)

Understanding Business Administration - A learner completing the GOAL Business Administration core will construct a multi-dimensional understanding of the managerial, financial, and relational aspects of a business and evaluate current trends.

Additional course requirements for the B.S. in Business Administration:

GOL 3150 Creating a Competitive Edge
GOL 3450 Marketing in the Technological Age
GOL 3750 Effective Financial Decision-Making
GOL 4000 Interpreting Basic Statistics
GOL 4300 The Dynamic Organization
GOL 4050 The Global Environment
GOL 4350 Strategic Enterprise
GOL 4600 Applied Research
GOL 4650 Personal Resource Management
GOL 4400 Operations Management

Human Services (Online)

Understanding Human Services - A learner completing the GOAL Human Services core will demonstrate and articulate the appropriate care for the human condition by assessing and proposing improvements to and remediation for current issues affecting individuals in society.

Additional course requirements for the B.S. in Human Services:

- GOL 3220 Systems of Social Welfare
- GOL 3470 Delivery of Human Services: Theory and Practice
- GOL 3520 Human Growth and Development
- GOL 4020 Case Management
- GOL 4000 Interpreting Basic Statistics
- GOL 4600 Applied Research
- GOL 4380 Global Perspectives
- GOL 4420 Intervention Strategies and Technique
- GOL 4620 Legal, Professional, and Ethical Issues in Human Services
- GOL 4520 Interpersonal Communication and Interviewing Skills

Management (Online)

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

Additional course requirements for the online B.S. in Management:

- GOL 3400 Principles of Management
- GOL 3600 The Human Factor
- GOL 3500 Business Law
- GOL 4300 The Dynamic Organization
- GOL 4000 Interpreting Basic Statistics
- GOL 4150 Managerial Economics
- GOL 4200 Fundamentals of Finance
- GOL 4500 Information Technology Management
- GOL 4400 Operations Management

Management (Residential)

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

Additional course requirements for the residential B.S. in Management:

- GOL 3400 Principles of Management
- GOL 3500 Business Law
- GOL 4300 The Dynamic Organization
- GOL 4150 Managerial Economics (elective)
- GOL 3600 The Human Factor
- GOL 4200 Fundamentals of Finance
- GOL 4600 Applied Research
- GOL 4660 Business Intelligence
- GOL 3150 Creating a Competitive Edge

GOL 4100 Ethical Change Agents
GOL 4400 Operations Management
GOL 4800 Spiritual and Leadership Development

Quality Management - (Online)

Understanding Quality Management (QM) – A learner completing the GOAL QM core will understand how to apply the core concepts of quality management to the medical device industry including systems thinking, statistical analysis, product design and development, post-market surveillance, and vendor management. The QM program is designed to support those who desire additional career development and those who wish to enter the medical device industry.

Additional course requirements for the B.S. in Quality Management:

QMD 3000 Quality Systems
QMD 3100 Post Market Surveillance
QMD 3200 Design Control and Assurance
QMD 3300 Manufacturing Quality and Supply Chain Management
QMD 3400 Survey in Statistics
GOL 4150 Managerial Economics
GOL 4500 Information Technology Management
GOL 4200 Fundamentals of Finance
GOL 4300 The Dynamic Organization
GOL 4400 Operations Management

Quality Management - (Residential)

Understanding Quality Management (QM) – A learner completing the GOAL QM core will understand how to apply the core concepts of quality management to the medical device industry including systems thinking, statistical analysis, product design and development, post-market surveillance, and vendor management. The QM program is designed to support those who desire additional career development and those who wish to enter the medical device industry.

Additional course requirements for the B.S. in Quality Management:

QMD 3000 Quality Systems
QMD 3100 Post Market Surveillance
QMD 3200 Design Control and Assurance
QMD 3300 Manufacturing Quality and Supply Chain Management
QMD 3400 Survey in Statistics

For this residential degree, students must complete 30 additional credit hours from the GOAL curriculum. For scheduling or more information, please contact the School of Professional and Online Education at 888.249.0533 or goal@grace.edu.

ONLINE COURSES

Some individual undergraduate courses at the institution are offered in an online format and most courses in the college and seminary use a learning management system to facilitate course delivery. Courses offered online are identified as such on the schedule published by the Registrar's Office.

COURSES

Descriptions for some courses are currently unavailable, but will be updated upon completion of the course development.

GOL 3000 Adult Learner

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

GOL 3010 Fundamentals of Lifelong Learning

In this course, students will examine adult developmental stages including physical, cognitive, personality, social, and moral development. Three hours.

GOL 3100 Business Writing in the New Millennium

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

GOL 3150 Creating a Competitive Edge

This course will take an in-depth view of "personal brand", requiring students to explore and define what unique characteristics give them an advantage in the marketplace. Students will gain an understanding of their personal brand and competitive advantage, through biblical and modern contexts, in order to fine-tune them accordingly. Other topics covered are online/social media presence and the "brand" of Jesus. Three hours.

GOL 3200 Expanded Conversation: Public Speaking in the Workplace

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

GOL 3220 Systems of Social Welfare

This course provides an overview of the historical, economic, ideological and political foundations of social welfare programs and services. Course content provides a fundamental understanding of the processes involved in defining social problems, policy making structures and procedures, and current social welfare programs and systems within the United States. Three hours.

GOL 3300 Gifts Differing: Diversity and Teamwork in the Workplace

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

GOL 3400 Principles of Management

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

GOL 3450 Marketing in a Technological Age

This course is designed to equip students to use social media, blogs, news releases, online video, and viral marketing to reach customers. The course includes an overview of how the web has changed the rules of marketing and PR, the various media presently available for marketing use, and the "how-to" information

to put contemporary marketing models to work in an organization. Students will complete a marketing action plan for an organization of their choice to ensure relevance and provide a practical application to marketing theory. Three hours.

GOL 3500 Business Law

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

GOL 3520 Human Growth and Development

This course explores the stages of human life, from prenatal development to infancy, childhood, adolescence, and adulthood. The life stages are examined from the biological, psychological and social perspectives with focus on the implications for the delivery of professional human services. This study will include an overview of the major human developmental theories describing the lifespan from birth to old age and death. Related topics will include genetics, cognitive and brain development, early life experiences and attachment, personality development, gender role, social and moral development, and aging. Research in development and developmental psychology will also be introduced. Three hours.

GOL 3600 The Human Factor

Students will be exposed to major theories of human resource management and contemporary trends in recruiting, training, motivating, and retaining a productive workforce. The legal, psychological, social, and economic issues related to managing people will also be addressed. Three hours.

GOL 3750 Effective Financial Decision-Making

This course introduces principles and practices used in making wise and effective financial decisions. Topics studied in the course include reading financial statements, diagnosing a business's financial strengths and weaknesses, evaluating cash flow amount, variability and riskiness, determining levels of risk and rates of return of business investments, and considering the effects of the use of debt in enhancing shareholder returns. Three hours.

GOL 4000 Interpreting Basic Statistics

Students will learn how to interpret basic statistics in order to aid in the decision making process. Examples from research studies will be employed to help the student comprehend how various statistics can be used to make decisions about real life problems in the workplace. Three hours.

GOL 4020 Case Management

This course will introduce the student to case management as a service delivery model in the practice of professional human services. Models of case management and the various roles of the human services professional will be explored. Intake assessment, service plan development, and record documentation will be examined, along with legal and ethical guidelines and considerations in working with diverse client populations. Three hours.

GOL 4050 The Global Environment

The ubiquitous impact of globalization necessitates an awareness of the global environment. This survey course introduces characteristics of the global environment and strategies by which interact in a more complex context. Areas reviewed include perspectives on globalization, cross-cultural competencies, the role and impact of multi-national corporations, cross cultural factors, and case studies associated with global leadership, and global strategies. Three hours.

GOL 4100 Ethical Change Agents

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

GOL 4150 Managerial Economics

Managerial Economics is a course designed to prepare students to understand the economic system and its effect on individuals as consumers, producers and citizens. Students learn these key economic principles: central vs. de-central government, inflation vs. deflation, saving vs. spending, Austrian Economics vs. Keynesian Economics. Students also learn the relationship of the government's budget to their personal budget and create a personal, budget plan. All topics are presented in an engaging, organic, easy to understand format. Three hours.

GOL 4200 Fundamentals of Finance

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

GOL 4300 The Dynamic Organization

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

GOL 4350 Strategic Enterprise

This course will take us into a company boardroom. We will look together on how a company can move with a purpose together to achieve a desired outcome; that is Strategic Enterprise! During these five weeks we will deep dive from the initial boardroom desires to implementation by the organization. How does a business or company compete in the marketplace with or without a strategic plan? We will look at various aspects of a strategic planning as it relates to mission, vision, communication plan, desired outcomes, business competitive advantages, people impact, to name a few. We will look at public companies, discuss our own experience, and for our capstone project, pull together a full Strategic Plan together in a presentation format. So, put your thinking caps on, grab a chair in the boardroom, and let's dig in! Three hours.

GOL 4380 Global Perspectives

In this course, students engage divergent outlooks from around the world, grappling with cultural differences and presuppositions. Defining literary works, films and guest speakers from different continents set the stage for literary and cultural discussions. This course will also provide a framework for understanding God's heart for the nations. Three hours.

GOL 4400 Operations Management

Students will learn how to use mathematics, statistics, and various computer packages to solve common business problems. Three hours.

GOL 4420 Intervention Strategies and Technique

Students will learn the fundamentals of identifying problems of clients and formulating creative solutions by networking with available resources, becoming a liaison with the community, and utilizing secular and faith based organizations to assist with emotional, financial, social and spiritual needs. There will be an

emphasis on understanding the philosophical/biblical foundation of human service helping and on practically applying these principles in creating change strategies. Three hours.

GOL 4500 Information Technology Management

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

GOL 4520 Interpersonal Communication and Interviewing Skills

This course provides knowledge of theory and practice in interpersonal communication, which is vital to interpersonal experience within multiple contexts, both personal and professional. Course content will focus on skills related to verbal and nonverbal communication important for establishing positive rapport, understanding and applying one's own style of relating, resolving conflict, and assisting clients in clarifying goals and desired outcomes. It will also include appraisal of current cultural factors on interpersonal communication.

GOL 4600 Applied Research

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

GOL 4620 Legal, Professional, and Ethical Issues in Human Services

This course will provide an overview of major ethical and legal issues in the delivery of human services. The roles, functions, and legal and ethical responsibilities of the human service worker will also be investigated. The course will help students reflect on their own personal and professional values and how those impact their practice. Students will be able to analyze and develop a framework, which will serve as a foundation in addressing legal and ethical dilemmas in their practice in human services. Three hours.

GOL 4650 Personal Resource Management

This course is designed to equip students to explore the fundamentals of stewarding the resources God has given, specifically time, talent, and treasure. The course includes an overview of budgeting, saving, investing, healthcare/insurance, staying out of debt, and what the Bible says about these topics. Students will complete a personal action plan for how they will most effectively steward their time, talents and treasure. Three hours.

GOL 4660 Business Intelligence

Students will learn how technology and data help drive modern business and assist in decision making. This course will consist of a history and an overview of modern business intelligence practices along with exercises to demonstrate the practical applications of business intelligence. Three hours.

GOL 4700 Senior Seminar

This culmination experience will enable students to select individualized activities that demonstrate their practical managerial skills in the workplace. Three hours.

GOL 4800 Spiritual and Leadership Development

This course focuses upon servant leadership, equipping and empowering others for leadership, and leading as a change agent. Though the leadership principles in this course are based upon Scripture, they are all applicable to a variety of contexts in the workplace. Three hours.

GOL 4900 Applied Management

Students may earn credit through practicum /intern activities in which they demonstrate their ability to utilize the principles of management learned in the GOAL Program. One to nine hours.

QMD 3000 Quality Systems

Students will receive a comprehensive overview to quality management in general, with specific applications made to the medical device industry. Case histories and in-class exercises will help demonstrate these critically important concepts. Students will also be introduced to key regulations that guide quality management efforts. Three hours.

QMD 3100 Post Market Surveillance

Once a device is released to the market, some of the most challenging quality management work is required. Students will be exposed to situations that require close monitoring and ongoing communication with manufacturing partners, physicians, patients, and regulating bodies so that issues can be resolved effectively. Three hours.

QMD 3200 Design Control and Assurance

This course provides individuals working within industry, or who may wish to understand the ~~Quality~~Quality Design Controls employed in the development of product(s), with a basic view of the global regulatory landscape, harmonization of said efforts and the central importance of a highly functional and effective Quality System. The course will explore the regulatory efforts within industry. The course will include insights to organizational structure, responsibilities, processes, and resources associated with the Quality Design Control effort. Three hours.

QMD 3300 Manufacturing Quality and Supply Chain Management

Quality management must extend to external partners including vendors, suppliers, and contract manufacturers. This course explores those critically important external relationships and the safeguards that must be in place for maintaining the highest levels of quality across the entire supply chain. Three hours.

QMD 3400 Survey in Statistics

Statistical information is used extensively in quality management and students will be exposed to the core concepts, formulas, and applications used in statistical analysis. Software tools will be explored and students will have an opportunity to apply conceptual information to real-world medical device scenarios. Three hours.

Grace Opportunities for Adult Learners (GOAL)



Faculty

Stephen A. Grill, Ed. D., Residential
Director

Timothy J. Ziebarth, EdD., Online
Director

Melissa K Chappell, M.B.A.

Douglas Forrester, M.A., M.Div.

Lorena Freeborough, M.S.

Robert Freeborough, Ph.D.

Jeffrey A. Gill, D.Min., Ph.D.

David Hartman, M.A., M.A., Ph.D.

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Each adult degree completion cohort will attend classes together for 16 months (four consecutive terms).

Three of the terms will consist of four courses. For residential programs, three of those four courses will meet one night per week for five weeks each. The fourth course of those terms will meet on two Saturdays.

Note: GOAL online adopts an asynchronous model of online education. Online weeks will run from Monday – Sunday.

Please view the institution's [Campus Calendar](#) for more information.

Technology Requirements

Information regarding the technology and user-skill requirements are available on the Office of Information Technology page of the institution's site. <http://www.grace.edu/resources/technology-support>

Handbook

The GOAL Program has a handbook that outlines its policies and the unique situations encountered by adult learners. This handbook is available from the School of Professional and Online Education and is on the institution's intranet.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance

Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

HLC Criteria as Applied to the School of Professional and Online Education

Faculty teaching in the School of Professional and Online Education should have completed a program of study in the discipline or subfield in which they teach, and/or for which they develop curricula, with the coursework at least one level above that of the courses being taught or developed/or a current teaching or administrator license in the field. The School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position.

- Faculty teaching UNDERGRADUATE COURSES should hold a degree at least one level above that of the program in which they are teaching. Those faculty members teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline or subfield in which they teach. The School of Professional and Online Education has determined that an M.B.A. degree qualifies an instructor to teach all undergraduate business-related courses in the Weber, GOAL, as well as any other existing or new programs. An instructor with a master's degree can teach GOL 3000 Adult Learner or GOL 3010 Fundamentals of Lifelong Learning because these two courses are very introductory in nature and teach the fundamentals of learning and how to succeed in an undergraduate setting. Furthermore, the School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. See the SPOE Process for Exceptions.
- Faculty teaching UNDERGRADUATE BIBLE/THEOLOGY-RELATED courses should hold a degree at least one level above that of the program in which they are teaching. Those faculty members teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline or subfield in which they teach. The School of Professional and Online Education has determined that an M.Div

or other Bible-related degree qualifies an instructor to teach all undergraduate Bible-related courses in the Weber, GOAL, as well as other existing or new programs. Furthermore, the School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. See the SPOE Process for Exceptions.

School of Professional and Online Education Process for Exceptions

HLC Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. An institution that intends to use tested experience as a basis for hiring faculty must have a well-defined policy and procedure for determining when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline.

Deans and faculty leaders assess faculty members' qualifications. Endorsements are considered when potential instructors do not have the academic credentials required by the Higher Learning Commission. These endorsements are dependent on the relevancy of the experience both to the degree level and to the specific content of the course for which the faculty member is responsible. These endorsements come in two forms: Endorsement by Equivalency and Endorsement by Exception. These endorsements are used when credentialing part-time instructors.

ENDORSEMENT BY EQUIVALENCY is used when it is evident that an instructor has credentials that are "equivalent to" the degree required of our faculty in that content area. This endorsement is in line with HLC guidelines that allow an individual's knowledge and expertise to be determined by his or her tested experiences outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. For example, an instructor can be credentialed to teach if that instructor has a minimum of ten years of industry-specific experience. Such life experience can qualify as an equivalent to academic credentials for the purpose of teaching, based on the judgment of knowledgeable faculty in the discipline. This endorsement is used when in faculty judgment it is not necessary for an instructor to pursue further studies to teach at the college in the approved area.

ENDORSEMENT BY EXCEPTION is used when an instructor has demonstrated adequate knowledge and experience but has not met our standard for credentials. An example of such a situation would be the instructor who has a bachelor's/master's degree in a different teaching field, but has some certifications, professional affiliations, and a minimum of five years industry-specific or teaching experience.

NOTE ABOUT THE CATALOG

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog. Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

GOAL PROGRAM ADMISSION AND COMPLETION

Admission Requirements

1. Adult Degree Completion Application and essay.
2. All transcripts of previous college coursework.
3. If applicable, a portfolio detailing experiential learning.*

*Experiential Learning is not required, but is one way to obtain the necessary credits to gain acceptance to and/or finish your degree. For more information on how to produce an acceptable portfolio, please email goal@grace.edu.

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

Tuition Costs and Refunds

For information about residential GOAL tuition costs and refunds please view this [tuition pricing sheet](#). For information about online GOAL tuition costs and refunds please view this [tuition pricing sheet](#).

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

Locations

Residential Degree: B.S. Management, B.S. Quality Management: Winona Lake

Online Degrees: B.S. Management, B.S. Human Services, B.S. Business Administration, B.S. Quality Management

CONTACT

For additional information about the GOAL programs, admission requirements, or course enrollment and completion, please contact:

Residential programs:

School of Professional and Online Education

Grace College

200 Seminary Drive

Winona Lake, IN 46590

Toll free: 877.607.0012

Email: goal@grace.edu

<http://www.grace.edu/academics/school-professional-online-education>

Online programs:

School of Professional and Online Education

Grace College

200 Seminary Drive

Winona Lake, IN 46590

Toll free: 888.249.0533

Email: online@grace.edu

<http://online.grace.edu/>

DEGREE REQUIREMENTS

Building upon previous college credit and learning experiences equivalent to about two years of college, the GOAL Bachelor of Science degree (degree completion) can be completed in 16 months when these requirements are met:

1. As few as 60 prior college credit hours (some life and career experiences may be substituted for credit hours), or
2. Minimum 2.0 GPA
3. Complete 45 credits in one of the following Grace College GOAL programs:
 - a. Business Administration (Online)
 - b. Human Services (Online)
 - c. Management (Residential or Online)
 - d. Quality Management (Residential or Online)
4. Complete a total of 120 credit hours.

Note: Typically, the combination of transfer credits (60) and Grace College credits (45) provide 105-108 of the required 120 credits necessary for graduation. To complete the remaining credits, students may:

- a. Transfer in the additional credit hours needed OR
- b. Take additional hours at Grace College OR
- c. Earn (up to 24) credits for experiential learning OR
- d. Earn credits through CLEP or D.S.S.T. examinations.

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

MAJORS

- a. Business Administration (Online)
- b. Human Services (Online)
- c. Management (Residential or Online)
- d. Quality Management (Residential or Online)

Major Goals and Assessment

Those learners who complete the core of the GOAL program at Grace College will be assessed in three domains:

1. Understanding Self – A learner completing the GOAL core will examine personality and leadership styles in order to assess one’s personality and leadership roles in the workplace.
2. Understanding People – A learner completing the GOAL core will analyze, incorporate, and utilize all the information obtained to produce various projects in their individual environment that involves and utilizes personnel effectively to complete that project.
3. Understanding the Discipline – A learner completing the GOAL core will interpret and apply relevant content from the field of study. Specific goals for each major are listed in the Curriculum section below.

CURRICULUM

The following courses are required for all the GOAL majors:

GOL 3000 Adult Learner (residential) or GOL 3010 Fundamentals of Lifelong Learning (online)
GOL 3100 Business Writing in the New Millennium
GOL 3200 Expanded Conversation: Public Speaking in the Workplace
GOL 3300 Gifts Differing: Diversity and Teamwork in the Workplace
GOL 4700 Senior Seminar

Business Administration (Online)

Understanding Business Administration - A learner completing the GOAL Business Administration core will construct a multi-dimensional understanding of the managerial, financial, and relational aspects of a business and evaluate current trends.

Additional course requirements for the B.S. in Business Administration:

GOL 3150 Creating a Competitive Edge
GOL 3450 Marketing in the Technological Age
GOL 3750 Effective Financial Decision-Making
GOL 4000 Interpreting Basic Statistics
GOL 4300 The Dynamic Organization
GOL 4050 The Global Environment
GOL 4350 Strategic Enterprise
GOL 4600 Applied Research
GOL 4650 Personal Resource Management
GOL 4400 Operations Management

Human Services (Online)

Understanding Human Services - A learner completing the GOAL Human Services core will demonstrate and articulate the appropriate care for the human condition by assessing and proposing improvements to and remediation for current issues affecting individuals in society.

Additional course requirements for the B.S. in Human Services:

- GOL 3220 Systems of Social Welfare
- GOL 3470 Delivery of Human Services: Theory and Practice
- GOL 3520 Human Growth and Development
- GOL 4020 Case Management
- GOL 4000 Interpreting Basic Statistics
- GOL 4600 Applied Research
- GOL 4380 Global Perspectives
- GOL 4420 Intervention Strategies and Technique
- GOL 4620 Legal, Professional, and Ethical Issues in Human Services
- GOL 4520 Interpersonal Communication and Interviewing Skills

Management (Online)

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

Additional course requirements for the online B.S. in Management:

- GOL 3400 Principles of Management
- GOL 3600 The Human Factor
- GOL 3500 Business Law
- GOL 4300 The Dynamic Organization
- GOL 4000 Interpreting Basic Statistics
- GOL 4150 Managerial Economics
- GOL 4200 Fundamentals of Finance
- GOL 4500 Information Technology Management
- GOL 4400 Operations Management

Management (Residential)

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

Additional course requirements for the residential B.S. in Management:

- GOL 3400 Principles of Management
- GOL 3500 Business Law
- GOL 4300 The Dynamic Organization
- GOL 4150 Managerial Economics (elective)
- GOL 3600 The Human Factor
- GOL 4200 Fundamentals of Finance
- GOL 4600 Applied Research
- GOL 4660 Business Intelligence
- GOL 3150 Creating a Competitive Edge

GOL 4100 Ethical Change Agents
GOL 4400 Operations Management
GOL 4800 Spiritual and Leadership Development

Quality Management - (Online)

Understanding Quality Management (QM) – A learner completing the GOAL QM core will understand how to apply the core concepts of quality management to the medical device industry including systems thinking, statistical analysis, product design and development, post-market surveillance, and vendor management. The QM program is designed to support those who desire additional career development and those who wish to enter the medical device industry.

Additional course requirements for the B.S. in Quality Management:

QMD 3000 Quality Systems
QMD 3100 Post Market Surveillance
QMD 3200 Design Control and Assurance
QMD 3300 Manufacturing Quality and Supply Chain Management
QMD 3400 Survey in Statistics
GOL 4150 Managerial Economics
GOL 4500 Information Technology Management
GOL 4200 Fundamentals of Finance
GOL 4300 The Dynamic Organization
GOL 4400 Operations Management

Quality Management - (Residential)

Understanding Quality Management (QM) – A learner completing the GOAL QM core will understand how to apply the core concepts of quality management to the medical device industry including systems thinking, statistical analysis, product design and development, post-market surveillance, and vendor management. The QM program is designed to support those who desire additional career development and those who wish to enter the medical device industry.

Additional course requirements for the B.S. in Quality Management:

QMD 3000 Quality Systems
QMD 3100 Post Market Surveillance
QMD 3200 Design Control and Assurance
QMD 3300 Manufacturing Quality and Supply Chain Management
QMD 3400 Survey in Statistics

For this residential degree, students must complete 30 additional credit hours from the GOAL curriculum. For scheduling or more information, please contact the School of Professional and Online Education at 888.249.0533 or goal@grace.edu.

ONLINE COURSES

Some individual undergraduate courses at the institution are offered in an online format and most courses in the college and seminary use a learning management system to facilitate course delivery. Courses offered online are identified as such on the schedule published by the Registrar's Office.

COURSES

Descriptions for some courses are currently unavailable, but will be updated upon completion of the course development.

GOL 3000 Adult Learner

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

GOL 3010 Fundamentals of Lifelong Learning

In this course, students will examine adult developmental stages including physical, cognitive, personality, social, and moral development. Three hours.

GOL 3100 Business Writing in the New Millennium

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

GOL 3150 Creating a Competitive Edge

This course will take an in-depth view of "personal brand", requiring students to explore and define what unique characteristics give them an advantage in the marketplace. Students will gain an understanding of their personal brand and competitive advantage, through biblical and modern contexts, in order to fine-tune them accordingly. Other topics covered are online/social media presence and the "brand" of Jesus. Three hours.

GOL 3200 Expanded Conversation: Public Speaking in the Workplace

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

GOL 3220 Systems of Social Welfare

This course provides an overview of the historical, economic, ideological and political foundations of social welfare programs and services. Course content provides a fundamental understanding of the processes involved in defining social problems, policy making structures and procedures, and current social welfare programs and systems within the United States. Three hours.

GOL 3300 Gifts Differing: Diversity and Teamwork in the Workplace

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

GOL 3400 Principles of Management

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

GOL 3450 Marketing in a Technological Age

This course is designed to equip students to use social media, blogs, news releases, online video, and viral marketing to reach customers. The course includes an overview of how the web has changed the rules of marketing and PR, the various media presently available for marketing use, and the "how-to" information

to put contemporary marketing models to work in an organization. Students will complete a marketing action plan for an organization of their choice to ensure relevance and provide a practical application to marketing theory. Three hours.

GOL 3500 Business Law

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

GOL 3520 Human Growth and Development

This course explores the stages of human life, from prenatal development to infancy, childhood, adolescence, and adulthood. The life stages are examined from the biological, psychological and social perspectives with focus on the implications for the delivery of professional human services. This study will include an overview of the major human developmental theories describing the lifespan from birth to old age and death. Related topics will include genetics, cognitive and brain development, early life experiences and attachment, personality development, gender role, social and moral development, and aging. Research in development and developmental psychology will also be introduced. Three hours.

GOL 3600 The Human Factor

Students will be exposed to major theories of human resource management and contemporary trends in recruiting, training, motivating, and retaining a productive workforce. The legal, psychological, social, and economic issues related to managing people will also be addressed. Three hours.

GOL 3750 Effective Financial Decision-Making

This course introduces principles and practices used in making wise and effective financial decisions. Topics studied in the course include reading financial statements, diagnosing a business's financial strengths and weaknesses, evaluating cash flow amount, variability and riskiness, determining levels of risk and rates of return of business investments, and considering the effects of the use of debt in enhancing shareholder returns. Three hours.

GOL 4000 Interpreting Basic Statistics

Students will learn how to interpret basic statistics in order to aid in the decision making process. Examples from research studies will be employed to help the student comprehend how various statistics can be used to make decisions about real life problems in the workplace. Three hours.

GOL 4020 Case Management

This course will introduce the student to case management as a service delivery model in the practice of professional human services. Models of case management and the various roles of the human services professional will be explored. Intake assessment, service plan development, and record documentation will be examined, along with legal and ethical guidelines and considerations in working with diverse client populations. Three hours.

GOL 4050 The Global Environment

The ubiquitous impact of globalization necessitates an awareness of the global environment. This survey course introduces characteristics of the global environment and strategies by which interact in a more complex context. Areas reviewed include perspectives on globalization, cross-cultural competencies, the role and impact of multi-national corporations, cross cultural factors, and case studies associated with global leadership, and global strategies. Three hours.

GOL 4100 Ethical Change Agents

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

GOL 4150 Managerial Economics

Managerial Economics is a course designed to prepare students to understand the economic system and its effect on individuals as consumers, producers and citizens. Students learn these key economic principles: central vs. de-central government, inflation vs. deflation, saving vs. spending, Austrian Economics vs. Keynesian Economics. Students also learn the relationship of the government's budget to their personal budget and create a personal, budget plan. All topics are presented in an engaging, organic, easy to understand format. Three hours.

GOL 4200 Fundamentals of Finance

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

GOL 4300 The Dynamic Organization

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

GOL 4350 Strategic Enterprise

This course will take us into a company boardroom. We will look together on how a company can move with a purpose together to achieve a desired outcome; that is Strategic Enterprise! During these five weeks we will deep dive from the initial boardroom desires to implementation by the organization. How does a business or company compete in the marketplace with or without a strategic plan? We will look at various aspects of a strategic planning as it relates to mission, vision, communication plan, desired outcomes, business competitive advantages, people impact, to name a few. We will look at public companies, discuss our own experience, and for our capstone project, pull together a full Strategic Plan together in a presentation format. So, put your thinking caps on, grab a chair in the boardroom, and let's dig in! Three hours.

GOL 4380 Global Perspectives

In this course, students engage divergent outlooks from around the world, grappling with cultural differences and presuppositions. Defining literary works, films and guest speakers from different continents set the stage for literary and cultural discussions. This course will also provide a framework for understanding God's heart for the nations. Three hours.

GOL 4400 Operations Management

Students will learn how to use mathematics, statistics, and various computer packages to solve common business problems. Three hours.

GOL 4420 Intervention Strategies and Technique

Students will learn the fundamentals of identifying problems of clients and formulating creative solutions by networking with available resources, becoming a liaison with the community, and utilizing secular and faith based organizations to assist with emotional, financial, social and spiritual needs. There will be an

emphasis on understanding the philosophical/biblical foundation of human service helping and on practically applying these principles in creating change strategies. Three hours.

GOL 4500 Information Technology Management

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

GOL 4520 Interpersonal Communication and Interviewing Skills

This course provides knowledge of theory and practice in interpersonal communication, which is vital to interpersonal experience within multiple contexts, both personal and professional. Course content will focus on skills related to verbal and nonverbal communication important for establishing positive rapport, understanding and applying one's own style of relating, resolving conflict, and assisting clients in clarifying goals and desired outcomes. It will also include appraisal of current cultural factors on interpersonal communication.

GOL 4600 Applied Research

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

GOL 4620 Legal, Professional, and Ethical Issues in Human Services

This course will provide an overview of major ethical and legal issues in the delivery of human services. The roles, functions, and legal and ethical responsibilities of the human service worker will also be investigated. The course will help students reflect on their own personal and professional values and how those impact their practice. Students will be able to analyze and develop a framework, which will serve as a foundation in addressing legal and ethical dilemmas in their practice in human services. Three hours.

GOL 4650 Personal Resource Management

This course is designed to equip students to explore the fundamentals of stewarding the resources God has given, specifically time, talent, and treasure. The course includes an overview of budgeting, saving, investing, healthcare/insurance, staying out of debt, and what the Bible says about these topics. Students will complete a personal action plan for how they will most effectively steward their time, talents and treasure. Three hours.

GOL 4660 Business Intelligence

Students will learn how technology and data help drive modern business and assist in decision making. This course will consist of a history and an overview of modern business intelligence practices along with exercises to demonstrate the practical applications of business intelligence. Three hours.

GOL 4700 Senior Seminar

This culmination experience will enable students to select individualized activities that demonstrate their practical managerial skills in the workplace. Three hours.

GOL 4800 Spiritual and Leadership Development

This course focuses upon servant leadership, equipping and empowering others for leadership, and leading as a change agent. Though the leadership principles in this course are based upon Scripture, they are all applicable to a variety of contexts in the workplace. Three hours.

GOL 4900 Applied Management

Students may earn credit through practicum /intern activities in which they demonstrate their ability to utilize the principles of management learned in the GOAL Program. One to nine hours.

QMD 3000 Quality Systems

Students will receive a comprehensive overview to quality management in general, with specific applications made to the medical device industry. Case histories and in-class exercises will help demonstrate these critically important concepts. Students will also be introduced to key regulations that guide quality management efforts. Three hours.

QMD 3100 Post Market Surveillance

Once a device is released to the market, some of the most challenging quality management work is required. Students will be exposed to situations that require close monitoring and ongoing communication with manufacturing partners, physicians, patients, and regulating bodies so that issues can be resolved effectively. Three hours.

QMD 3200 Design Control and Assurance

This course provides individuals working within industry, or who may wish to understand the Quality Design Controls employed in the development of product(s), with a basic view of the global regulatory landscape, harmonization of said efforts and the central importance of a highly functional and effective Quality System. The course will explore the regulatory efforts within industry. The course will include insights to organizational structure, responsibilities, processes, and resources associated with the Quality Design Control effort. Three hours.

QMD 3300 Manufacturing Quality and Supply Chain Management

Quality management must extend to external partners including vendors, suppliers, and contract manufacturers. This course explores those critically important external relationships and the safeguards that must be in place for maintaining the highest levels of quality across the entire supply chain. Three hours.

QMD 3400 Survey in Statistics

Statistical information is used extensively in quality management and students will be exposed to the core concepts, formulas, and applications used in statistical analysis. Software tools will be explored and students will have an opportunity to apply conceptual information to real-world medical device scenarios. Three hours.

Master of Science in Athletic Administration



Faculty

Darrell L. Johnson, Ed.D., Program Director

PROGRAM DISTINCTIVES

Grace College is pleased to partner with the National Interscholastic Athletic Administrators Association (NIAAA) and the Canadian Interscholastic Athletic Administrators Association (CIAAA) to provide a master's degree in Athletic Administration that is convenient, practical and affordable for their members. The NIAAA and the CIAAA strive to develop current and future athletic administrators who can lead wholesome, value-added athletic programs. Grace College joins with the NIAAA and CIAAA to utilize the content of their Leadership Training Courses (LTCs) as part of its graduate offerings for athletic administrators. This master's degree will a) extend the content of the LTC modules through higher-level thinking and learning activities, and b) enable athletic administrators to receive degree credit for their mastery of the content and their application of that learning in practical ways through their current employment.

Purpose

Grace College is partnering with the NIAAA and the CIAAA to provide an outstanding Master of Science in Athletic Administration degree program incorporating the courses from both associations at a reasonable cost to the student.

Goals

- To provide education for professional athletic administrators to enhance the daily operations of athletics departments and deliver athletic programs that best serve students, schools, and communities,
- To prepare responsible athletic administrators to consider all aspects of liability related to athletic performance and maintain a strategic plan for managing risk and maintaining safety, equity, and integrity in the context of interscholastic athletic programs,
- To assist athletic administrators in securing, maintaining and managing safe, resilient and attractive indoor and outdoor athletic facilities and equipment that is readily available to students for athletic preparation and interscholastic competitive events, and
- To partner with the NIAAA and CIAAA to provide a Master's program that recognizes and incorporates their courses and provides a value added dimension at a very reasonable cost to the practicing athletic director as well as convenience.

Schedule

The MSAA program is an open enrollment program with all courses offered each semester and summer session.

Delivery Formats

The MSAA is an online program. The School of Professional and Online Education can provide further details about the program.

Information regarding the technology and user-skill requirements for the online MSAA program is available on the Office of Information Technology page of the institution's Web site.

MSAA Program Admission and Completion Requirements

Admission Requirements

1. A completed baccalaureate degree.

2. A minimum undergraduate GPA of 2.75.
3. Submit one personal reference letter.
4. Submit completed MSAA Application, official transcripts of all previous academic coursework, current resume.
5. Be a member of the NIAAA or the CIAAA
6. Have completed at least two LTCs
7. Be actively involved in an interscholastic athletic program

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

Degree Requirements

1. Each course is 3 credit hours, resulting in 36 hours for the program.
2. A maximum of 3 credit hours may be transferred into the program from graduate programs at other institutions. For transfer credit to be granted, the course or courses must be substantially equivalent to a course or courses in the Grace College MSAA program.

Degree Completion Policy

Students enrolled in graduate programs are allowed seven (7) years from the beginning of their coursework to complete all degree requirements. Students may be asked to repeat courses that were taken more than five years prior to completing the program curriculum at the discretion of the Department Chair.

Tuition Costs and Refunds

For information about tuition costs and refunds please view the [tuition pricing sheet](#).

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

Classification of Graduate Students

Full-time Students: Full-time students are those enrolled in a degree, diploma, or certificate program for at least 6 semester hours of credit during a regular semester.

Part-time Students: Part-time students are those enrolled in a degree, diploma, or certificate program for at least 3 hours of credit during a regular semester.

Auditors: Students who desire to hear the lectures in a course without undertaking the coursework for credit may be admitted as auditors to selected courses by making proper application with the Online Admissions Office. Though no credits or grade points are involved, auditors are required to pay the appropriate fees and to meet class attendance requirements. Those who do not meet attendance requirements will receive the "grade" of "W," whether or not they have officially withdrawn.

Auditing is not permitted for some courses. (This policy is at the discretion of the department or professor involved.) For some courses, auditing is permitted only if the student completes the course assignments as specified by the professor. An auditor may enroll for only one semester as a "full-time" auditor.

HLC Criteria as Applied to the School of Professional and Online Education

Faculty teaching in the School of Professional and Online Education should have completed a program of study in the discipline or subfield in which they teach, and/or for which they develop curricula, with the coursework at least one level above that of the courses being taught or developed/or a current teaching or administrator license in the field. The School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position.

Faculty teaching in the School of Professional and Online Education GRADUATE programs should hold a terminal degree in the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline or subfield in which they teach. See the SPOE Process for Exceptions.

School of Professional and Online Education Process for Exceptions

HLC Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. An institution that intends to use tested experience as a basis for hiring faculty must have a well-defined policy and procedure for determining when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline.

Deans and faculty leaders assess faculty members' qualifications. Endorsements are considered when potential instructors do not have the academic credentials required by the Higher Learning Commission.

These endorsements are dependent on the relevancy of the experience both to the degree level and to the specific content of the course for which the faculty member is responsible. These endorsements come in two forms: Endorsement by Equivalency and Endorsement by Exception. These endorsements are used when credentialing part-time instructors.

ENDORSEMENT BY EQUIVALENCY is used when it is evident that an instructor has credentials that are “equivalent to” the degree required of our faculty in that content area. This endorsement is in line with HLC guidelines that allow an individual’s knowledge and expertise to be determined by his or her tested experiences outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. For example, an instructor can be credentialed to teach if that instructor has a minimum of ten years of industry-specific experience. Such life experience can qualify as an equivalent to academic credentials for the purpose of teaching, based on the judgment of knowledgeable faculty in the discipline. This endorsement is used when in faculty judgment it is not necessary for an instructor to pursue further studies to teach at the college in the approved area.

ENDORSEMENT BY EXCEPTION is used when an instructor has demonstrated adequate knowledge and experience but has not met our standard for credentials. An example of such a situation would be the instructor who has a bachelor’s/master’s degree in a different teaching field, but has some certifications, professional affiliations, and a minimum of five years’ industry-specific or teaching experience.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program’s goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year’s catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program’s catalog.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

Contact

For additional information about admission requirements or course enrollment and completion, please contact the School of Professional and Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 888.249.0533.0012) or email online@grace.edu. For more information, visit: <http://www.grace.edu/academics/school-professional-online-education/master-science-athletic-administration>

COURSES

Grace College Courses	NIAAA/CIAAA LT Courses	Grace College Requirement
AAD 6010 Foundations of Athletic Admin	LTC 501, 502, 608	Project
AAD 6020 Risk Management & Ethical Issues	LTC 504, 506, 508	Project
AAD 6030 Athletic Finance & Marketing Mgmt.	LTC 511, 611, 618	Project
AAD 6035 Athletic Program Assessment	LTC 707, 719	Project
AAD 6040 Team Cohesion and Character Dev	LTC 720, 721	Project
AAD 6050 Facility Planning & Management	LTC 615, 616, 619	Project
AAD 6060 Facility & Event Management	LTC 621, 622, 707	Project
AAD 6070 Athletic Organization & Admin	LTC 625, 630, 700, 701, 719	Project
AAD 6080 Sport Med & Strength Training Prog	LTC 617, 620, 627	Project
AAD 6090 Educational Athletics	LTC 703, 705, 720, 721	Project
AAD 6100 Athletic Decision-Making	LTC 709, 714, 719, 799	Project
AAD 6110 Current Issues & Trends	LTC 710A, 710B, 723	Project
AAD 6120 Practical Application	Work Experience	Project
AAD 6130 Capstone	Work Experience	Project

COURSE DESCRIPTIONS

AAD 6010 Foundations of Athletic Administration

This course will present a philosophy of the leadership and organization of interscholastic athletic programs, principles, strategies and methods of athletic administration, frameworks to identify and unify the athletic community through character-based standards, and best practices in fundraising, marketing, and promotion of athletic programs and events. Three hours.

Incorporates NIAAA LT Courses: LTC 501, 502, 608

AAD 6020 Risk Management and Ethical Issues

This course will guide students in utilizing institutional and established legal guidelines to consider all aspects of liability related to athletic performance, and creating and maintaining a strategic plan for managing risk and maintaining safety, equity, and integrity in the context of interscholastic athletic programs. Three hours.

Incorporates NIAAA LT Courses: LTC 504, 506, 508

AAD 6030 Athletic Finance and Marketing Management

This course will assist students in understanding athletic finance and budgeting. It will also guide students in the development of an athletic marketing plan. Three hours.

Incorporates NIAAA LT Courses: 511, 611, 618

AAD 6035 Athletic Program Assessment and Enhanced Leadership

This course has two main objectives-to assist the student in developing and implementing a program assessment for an interscholastic athletic program including policies related to program assessment, procedures for implementing program assessment, and forms to support program assessment, and to review and discuss various concepts related to enhanced leadership. Three hours.

Incorporates NIAAA LTC Courses 707, 719

AAD 6040 Team Cohesion and Athletic Character Development

This course has two main objectives-to review and discuss the various ways to build a cohesive athletic team, and to develop successful strategies to build character within the student-athletes. Three hours.

Incorporates NIAAA Courses 720, 721

AAD 6050 Facility Planning and Management

This course will guide students in the development of an athletic facility master plan. Further, it assists students in understanding the role the athletic director plays in management of the athletic physical plant. Three hours.

Incorporates NIAAA LT Courses: LTC 615, 616, 619

AAD 6060 Facility and Event Management

This course presents opportunities for students to analyze best practices and challenges to securing, maintaining, and managing safe, resilient, and attractive indoor and outdoor athletic facilities and equipment that is readily available to students for athletic preparation and interscholastic competitive events. Three hours.

Incorporates NIAAA LT Courses: LTC 621, 622, 707

AAD 6070 Athletic Organization and Administration

This course will assist the athletic leader in developing an athletic operational manual. Further, this course will guide the athletic leader through the organizational and administrative policies and procedures of a typical interscholastic athletic department. Three hours.

Incorporates NIAAA LTC Courses: LTC 625, 630, 700, 701, 719

AAD 6080 Sport Medicine and Strength Training Administration

This course outlines the policies and procedures in operating and administering sport medicine and strength training programs. Further, the course will guide the athletic leader through the development of policy and procedural manuals for each area. Three hours.

Incorporates NIAAA LTC Courses: LTC 617, 620, 627

AAD 6090 Educational Athletics

This course guides the athletic leader through the development of policies and procedures related to the educational aspects of sport programs. Three hours.

Incorporates NIAAA LTC Courses: LTC 703, 705, 720, 721

AAD 6100 Athletic Decision Making

A review of methods used to collect information to support business decisions, such as surveys, focus groups, competitive studies, and benchmarking. Topics include designing procedures to obtain unbiased data, scaling methods, and analysis and interpretation of data to produce credible results and recommendations. Emphasis is placed on intelligence necessary to support strategic planning activities and initiatives. Upon successful completion of this course, a student will be able to discern when to use qualitative techniques and the limitations of qualitative studies, design a study around research questions, choose appropriate samples from the population, and prepare the research instruments, prepare to conduct in-depth interviews and focus groups, analyze data and correlate results of qualitative studies. Three hours.

Incorporates NIAAA LT Courses: LTC 709, 714, 719, 799

AAD 6110 Current Issues and Trends

This course involves research on a current topic in athletic administration focusing on solutions and remedies to the issues addressed. Three hours athletic need or issue. Three hours.

Incorporates NIAAA LT Courses: LTC 710A, 710B, 723

AAD 6120 Practical Experience I, and AAD 6130 Practical Experience II

This course requires the student to complete a project that is applicable and practical to the athletic department in which they are involved. Three hours.

AAD 6130 Capstone

This course is the capstone course for all students in the Athletic Administration Concentration. The capstone is a special project conducted within an existing athletic setting. It may be arranged within the organization in which the student is employed or in another organization which agrees to work with the student on a project of mutual interest. The capstone experience affords each student an opportunity to apply the skills, knowledge, and abilities gained through the leadership core and concentration-area content courses in a process that will generate a solution(s) to or facilitate substantive consideration of a current interscholastic athletic need or issue. Three hours.

Master of Arts in Ministry Studies



Faculty

John Lillis, Ph.D., Interim Program
Director

Matthew S. Harmon, Ph.D.

Christine M. Hill, Ph.D.

Rock M. LaGioia, D.Min.

Tiberius Rata, Ph.D.,

Thomas M. Stallter, D.Miss.

John Teevan, D. Min.

MASTER OF ARTS IN MINISTRY STUDIES PROGRAM DESCRIPTION

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

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

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

Purpose

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

Program Goals and Assessment

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

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

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

A learning community dedicated to teaching, training, and transforming the whole person for local church and global ministry.

The goals of the M.A. in Ministry Studies are that those who complete the degree will:

1. Engage a process of critical evaluation of personal character, and cultural awareness needed to effectively lead in a ministry context.
2. Be challenged to sharpen the competencies needed to interpret, understand, and effectively communicate the Word of God in a ministry context.
3. Apply the knowledge gained throughout the program by engaging in real ministry directed learning tasks that demonstrate a preparation for service and apprehension of the principles and practices needed for effective ministry leadership.

Learning Outcomes

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

1. Learners will complete a self-assessment related to culture and spiritual formation that will result in a plan of action for implementation and assessment of needed areas of personal development (G1)
2. Learners will construct a philosophy of ministry that will address key areas of ministry practice and discipline (G1)

3. Learners will demonstrate sound biblical interpretation of a passage of Scripture and preparation of that passage for ministry proclamation (G2)
4. Learners will evidence an understanding of sound biblical interpretation by designing a seminar for delivery in a ministry setting on how to study the Bible (G2)
5. Learners will construct a personal theology which will be able to be used as a means of demonstrating a firm grasp of the nature of God, man, sin, salvation, ministry, and the future (G2)
6. Learners will give evidence of the ability to practically perform ministry activities like a wedding, funeral, communion, or baptism as an evidence of the preparation for service (G3)
7. Learners will give evidence of the critical need for godly leadership in ministry through successful completion of a series of papers reflecting critical areas of ministry leadership (G3)
8. Learners will engage in an evaluation of their own cultural issues and biases that will expose the need for cultural sensitivity (G3)

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

Schedule

The M.A. in Ministry Studies uses a modified cohort model. Courses are offered on a two-year rotation beginning in the fall. Students are automatically registered for their first session of classes. Students will self-register for all additional sessions. If students fail to register for at least one session during the fall or spring semester it will be necessary for them to contact the School of Professional and Online Education at 888.249.0533 or online@grace.edu. Students will complete twelve (12) 3-credit courses for a total of thirty-six (36) credit hours in a "cohort" based model. "Cohort" means that students will join the program along with another group of students and continue with this same group, or cohort, for the entire program. If students' schedules change and they must skip a semester, or wish to take classes at a pace slower than the suggested two-year program, they may interact with other cohorts in the program.

All the online classes are 7 or 8 weeks long. Students who join a cohort in the fall complete two 8-week courses (~~August—August~~ - December, 16 weeks), two 8-week courses in spring (January - May, 16 weeks), and two 7-week courses in the summer (May - August, 14 weeks).

Please view the institution's [Campus Calendar](#) for more information.

Delivery Formats

The M.A. in Ministry Studies degree is delivered in a fully online format. The online format enables students to work full time and take one 8-week long course at a time. The format is flexible enough that students can complete their course assignments around their own specific weekly schedule.

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

Technology Requirements

Information regarding the technology and user-skill requirements are available on the Office of Information Technology page of the institution's Web site. <http://www.grace.edu/resources/technology-support>

Handbook

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

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Classification of Graduate Students

Full-time Students: Full-time students are those enrolled in a degree, diploma, or certificate program for at least 6 semester hours of credit during a regular semester.

Part-time Students: Part-time students are those enrolled in a degree, diploma, or certificate program for at least 3 hours of credit during a regular semester.

Auditors: Students who desire to hear the lectures in a course without undertaking the coursework for credit may be admitted as auditors to selected courses by making proper application with the Online Admissions Office. Though no credits or grade points are involved, auditors are required to pay the appropriate fees and to meet class attendance requirements. Those who do not meet attendance requirements will receive the "grade" of "W," whether or not they have officially withdrawn.

Auditing is not permitted for some courses. (This policy is at the discretion of the department or professor involved.) For some courses, auditing is permitted only if the student completes the course assignments as specified by the professor. An auditor may enroll for only one semester as a "full-time" auditor.

Program Admission and Completion

Graduates of Grace College's Department of Biblical Studies or other accredited Christian liberal arts schools may qualify to gain advanced standing in the MAMS degree.

Admission Requirements

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

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

Official transcripts from all schools attended previously are also required for an application to be evaluated.

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If the applicant does not enroll in the program within that time period, they will be required to complete a new application.

Degree Requirements

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

Ministry Foundation Courses: 21 Hours

- MIN 5010 Theological Seminar 1
- MIN 5020 Theological Seminar 2
- MIN 5100 Bible Study Methods
- MIN 5200 Old Testament Survey
- MIN 5210 New Testament Survey
- MIN 6010 Spiritual Formation
- MIN 6600 Principles & Practice of Prayer

Ministry Concentration Courses: 15 Hours

- MIN 5300 Historical Development of Doctrine
- MIN 5310 Ministry & Cultural Diversity
- MIN 5320 Ministry Leadership
- MIN 5340 Ministry Preaching & Teaching
- MIN 5350 Ministry Philosophy for the Church

Women's Leadership Concentration Courses: 15 Hours

- MIN 5110 Equipping Others for Ministry
- MIN 5360 Women & Scripture
- MIN 5600 Biblical Foundations of Leadership
- MIN 5820 Soul Care & Leadership
- MIN 5340 Ministry Preaching & Teaching or MIN 6200 Counseling Common Problems

Counseling Concentration Courses: 15 Hours

- MIN 5400 Theological Foundations in Counseling
- MIN 5500 Counseling Theories
- MIN 5700 Counseling Methods & Techniques
- MIN 5900 Pre-Marital & Marital Counseling
- MIN 6200 Counseling Common Problems

Camp Administration Concentration Courses: 12 Hours

*Internship through Forest Springs Camp & Conference Center in Westboro, WI.

Tuition Costs and Refunds

For information about tuition costs and refunds please view the [tuition pricing sheet](#).

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

Contact

For additional information about admission requirements or course enrollment and completion, please contact the Online Enrollment Counselor, School of Professional and Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 at 888.249.0533 or visit: www.grace.edu/online.

COURSE DESCRIPTIONS

MIN 5010 Theological Seminar 1

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

MIN 5020 Theological Seminar 2

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

MIN 5100 Bible Study Methods

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

MIN 5200 Old Testament Survey

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

MIN 5210 New Testament Survey

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

MIN 5300 Historical Development of Doctrine

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

MIN 5310 Ministry & Cultural Diversity

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

MIN 5320 Ministry Leadership

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

MIN 5340 Ministry Preaching and Teaching

This course combines both theory and practice. It introduces a functional methodology of organizing and developing the elements of a sermon. It examines issues of bridging exegesis and exposition as well as the application of biblical truth and the effective delivery to listeners. Approximately one-third of the course is devoted to a lab setting where lessons and sermons are videotaped and critiqued. Three hours.

MIN 5350 Ministry Philosophy for the Church

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

MIN 6010 Spiritual Formation

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

MIN 6600 Principles and Practice of Prayer

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

Women's Leadership

MIN 5110 Equipping other for ministry:

Equipping others for ministry is a part of our calling from God (Eph. 4:11-13). But how do we work with others so that we reach maturity together? This course will help you see that ministry is not just about doing the ministry yourself, but teaching others to join you in various arenas of ministry. You will learn about God's equipping ministry in your own life, and be challenged to imitate His methods of entrusting others with redemptive work through His Spirit. The class will explore various methods of equipping others, including mentoring, coaching and modeling, and will address the challenges of recruiting, training and retaining volunteers or key staff members.

MIN 5360 Women in Scripture

Students will explore the value of women as disclosed in special revelation, beginning with Genesis and the "imago dei". They will research the backdrop of the ancient world in order to understand the various roles women played in the OT in revealing the heart of God and His plan for redemptive history. They will investigate ways that Jesus elevated the status of women and how NT passages describe the function of women within the Christian community. Using modern theories on the role of women—complementarian and egalitarian—students will seek to define a biblical approach to contemporary questions about the role of women. In addition, students will analyze current culture and make recommendations for how God's Word speaks into the lives of women today.

MIN 5820 Soul Care in Leadership:

This class will examine how to journey with others in the midst of their questions and pain. Instead of trying to fix others in pain, soul care attempts to incarnate the presence of God in the life of another and allow God to use you to be his hands and feet. Part of this process is learning how to listen to the Spirit of God and attend to another in the midst of their journey. The learner will have the opportunity to see and reject patterns of self-talk (based on the flesh) in order to embrace Spirit-led patterns of soul talk. The care of souls is an interpersonal part of ministry leadership that often gets overlooked in our program-driven church context. This class will help to equip ministry leaders in their role as shepherd to the flock entrusted to their care.

MIN 5600 Biblical Foundations of Leadership:

This course looks at the life of Jesus to learn from Him as the Master Teacher, Leader and Discipled. Students will explore Scripture and the lives of other godly men and women to gain a composite picture of leadership that addresses heart issues in the lives of people they will lead. Leadership from a biblical perspective will be countercultural and address issues of pride vs. humility, how we view failure/success and taking initiative in a Spirit-driven process. Students will have the opportunity for hands on integration of theory with practice as they process the course concepts in life with others in a relational context of ministry.

Counseling

MIN 5400 Theological Foundations of Counseling:

This course will examine the 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.

MIN 5500 Counseling Theories

In this course, students will examine today's predominant counseling theories in order to develop their own biblical framework in which they will provide counsel to others. The focus of the course is to help discern God's pathway to proper biblical counseling. Three hours.

MIN 5700 Counseling Methods and Techniques

This course will examine the various skills, methods and techniques used by a Christian or Pastoral Counselor to effectively minister to those being counseled. An aspect of the course is how to use the Bible and prayer in counseling, and direction on when to refer to other professionals. Three hours.

MIN 5900 Pre-Marital and Marital Counseling

This course will examine how to effectively engage in pre-marital counseling to help couples prepare for marriage and to help couples who are struggling in their marriage. Various theories, skills and techniques of marriage counseling will be discussed. Three hours.

MIN 6200 Counseling Common Problems

This course will examine how to counsel people who encounter negative emotions such as anxiety, depression, guilt and fear and help navigate these issues from a biblical perspective. The focus will be on how God can help people deal with the emotional side of their lives by looking at Scripture and allowing God to move them into places of spiritual transformation. Three hours.

Master of Business Administration (MBA)



Faculty

Roger Bingham, D.M., Program Director

David Arnott, Ph.D.

Jeffrey Fawcett, D.B.A.

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Master of Business Administration Program Description

Program Distinctives

The Grace College MBA program encourages the study of business from a distinctly biblical perspective. We believe that as image bearers of God, we are designed to be both creators and cultivators who serve through stewardship of all creation. Among the first instructions in scripture were for man to subdue and have dominion over God's creation (Genesis 1:26, 28) and to work and keep God's garden (Genesis 2:15). These commands are further developed in other scripture passages and remain in effect to this day endowing the practice of business with theological significance.

The Grace College MBA program was intentionally created to be application oriented. Consistent with learning-by-doing, course assignments allow students to use concepts learned in their current employment setting. This allows students to quickly develop an initial proficiency with the concepts being covered in their class. It also allows students to demonstrate the value-added nature of the program.

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

Program Purpose Statement

Creating an experiential learning environment that inspires students to embrace biblically based ethical character, develop professional competence, and demonstrate active service where they live and work.

Blended Degree Students

This program is eligible for the blended program under the three year traditional undergraduate Reimagine Campaign. The content in this catalog will apply to blended students as well as graduate students. For specific questions and logistics regarding the blended program, please contact the MBA Program Director.

Program Goals

1. Grace College MBA program graduates will evidence the capacity to understand business from a distinctly biblical perspective and to act consistently with that understanding.
2. Grace College MBA program graduates will evidence mastery of discipline specific concepts.
3. Grace College MBA program graduates will evidence the capacity to use discipline specific concepts in an interdisciplinary manner.

Schedule

The program is 24 months in length, with students taking one course at a time during the fall and spring sessions (two sessions per 16 week semesters). Students will take two courses during each summer in the program. New cohorts begin every fall semester. Other starts may be possible and can be discussed with the MBA Program Director.

Delivery Formats

The MBA is an online program. The MBA Program Director can provide further details about the program.

Information regarding the technology and user-skill requirements for the online MBA program is available on the Office of Information Technology page of the institution's Web site.

MBA Program Admission and Completion Requirements

Admission Requirements

1. A completed baccalaureate degree.
2. A minimum undergraduate GPA of 2.75.
3. Submit one personal reference letter.
4. Submit completed MBA Application, official transcripts of all previous academic coursework, current resume, and current photograph.
5. Students who have a baccalaureate degree from outside of the business field will be required to demonstrate a basic level of business knowledge through an online assessment process. Any knowledge areas identified as needing enhancement will require additional online study until proficiency is met. This process should cost the student less than \$120.

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

Admission Requirements (Blended Degree Candidates Only)

1. A minimum of sixty (60) undergraduate credit hours.
2. A minimum undergraduate GPA of 3.00.
3. A written essay explaining the student's plan for integrating undergraduate and graduate workload, and other responsibilities.
4. Undergraduate Advisor Recommendation.
5. Submit completed MBA Application and official transcripts of all previous academic coursework (taken outside of Grace College).

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

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

Additional Information

Students will be required to pay for a knowledge assessment at the beginning of the program and a second one at the end of the program. The estimated cost for each assessment is \$40.

Degree Requirements

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

Degree Completion Policy

Students enrolled in graduate programs are allowed seven (7) years from the beginning of their coursework to complete all degree requirements. Students may be asked to repeat courses that were taken more than five years prior to completing the program curriculum at the discretion of the Department Chair.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct)

while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from

year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

Contact

For additional information about admission requirements or course enrollment and completion, please contact the School of Professional and Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 888.249.0533) or email online@grace.edu. For more information, visit: <http://online.grace.edu/>.

COURSES

First Year Courses:

- BUS 5100 Business Ethics
- BUS 5110 Managerial Economics
- BUS 5120 Human Resource Management
- BUS 5130 Operations Management
- BUS 5140 Marketing Management
- BUS 5150 Integrative Application Project 1

Second Year Courses:

- BUS 5200 Financial Management
- BUS 5210 International Business
- BUS 5220 Legal Environment of Business
- BUS 5230 Entrepreneurship
- BUS 5240 Business Policy
- BUS 5250 Integrative Application Project 2

COURSE DESCRIPTIONS

BUS 5100 Business Ethics

Biblical Business. Understanding business from a distinctly biblical perspective. This course provides learners with the opportunity to develop and apply a biblical ethic to business. As they complete this course learners will develop the capacity to understand business from a distinctly biblical perspective and to act on that understanding. Three credit hours.

BUS 5110 Managerial Economics

Firms, markets and industries. Understanding a firm's position in the marketplace.

This course provides learners with the opportunity to understand particular business organizations and their environments from both an economic and a biblical perspective. As they complete this course learners will develop the capacity to analyze particular business organizations and their environments from both an economic and a biblical perspective and to act on that analysis. Three credit hours.

BUS 5120 Human Resource Management

The human element. Attracting, retaining, developing, motivating and directing a firm's human capital. This course provides learners with the opportunity to understand the effective use, development and retention of human capital. Both economic and biblical insights will be utilized in this process. Three credit hours.

BUS 5130 Operations Management

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

This course provides learners with the opportunity to develop an understanding of activity based management, lean manufacturing and total quality management. First, learners will develop the capacity to use activity based management to understand processes within organizations. Second, learners will develop the capacity to use lean manufacturing and total quality management to act on that understanding as they manage and improve processes within organizations. Third, learners will consider insights offered by Scripture concerning efficiency, productivity and quality. Three credit hours.

BUS 5140 Marketing Management

Understanding and managing demand for goods and services. Using and responding to market research. This course provides learners with the opportunity to develop an understanding of the demand side of organizations from a marketing perspective and then to act based on that understanding. In pursuit of the related goals of understanding and acting, learner activities are structured around three key concepts: 1) a customer focus is essential, 2) relevant, timely, valid information is essential, and 3) competition based on product differentiation is essential. In the course learners also explore how to evaluate marketing programs and efforts using insights from Scripture. Three credit hours.

BUS 5150 Integrative Application Project 1

Demonstrate mastery of first year material by using that material to analyze and address an existing problem or question.

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from courses completed during the first year of the MBA program in realistic problem solving settings. Proper and effective use of these concepts includes: 1) use of individual concepts and 2) use of multiple concepts in an interdisciplinary manner. Properly addressing realistic problems includes: 1) specifying the problem, 2) analyzing the problem, and 3) formulating a solution to the problem. Three credit hours.

BUS 5200 Financial Management

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

This course provides learners with the opportunity to develop and act on an understanding of finance. In pursuit of these goals, learner activities focus on four key concepts: 1) the realized return of external investors is directly related to the realized outcome of internal management decisions and activities, 2) organizations use financial statements to summarize the realized outcomes of management decisions and activities and to communicate that information to investors and other external parties, 3) the financial accounting model depicts how the individual financial statements fit together and allows managers, investors and other interested parties to fully access the information contained in those statements, and 4) risk is inherent in economic activity so the expected return from any activity must sufficiently compensate

for assuming the related risk. In the course learners also explore how to evaluate financial information on organizational activities using insights from Scripture. Three credit hours.

BUS 5210 International Business

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

This course provides learners with the opportunity to develop an understanding of the international landscape. Acting on that understanding, learners then develop the capacity to formulate plans that allow businesses to effectively navigate the international landscape. The international landscape will be viewed from trade, productivity, monetary and biblical perspectives. Three credit hours.

BUS 5220 Legal Environment of Business

Responding to government policy. Understanding and functioning effectively in complex, dynamic environments.

This course provides learners with the opportunity to develop an understanding of the legal environment within which businesses function. Acting on that understanding, learners then develop the capacity to formulate plans that allow businesses to function effectively within that environment. The legal environment will be viewed from planning, compliance, efficiency and equity perspectives. The legal environment will be evaluated using a biblical perspective. Three credit hours.

BUS 5230 Entrepreneurship

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

This course provides learners with the opportunity to develop an understanding of entrepreneurship, focusing on its visionary, creative and risk-taking dimensions. On the visionary dimension, learners will understand that products, services and processes must first be imagined before they can be created. On the creative dimension, learners will understand that the vision of a product, service or process must be brought to reality. On the risk-taking dimension, learners will understand that bringing a product, service or process to reality is an uncertain, risky proposition, with no guarantee of technical or financial success. From the perspective of Scripture, learners will consider how the entrepreneurial capacity present in humans evidences their creation in image of the ultimate Creator. Three credit hours.

BUS 5240 Business Policy

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

This course provides learners with the opportunity to understand organizations from a comparative advantage based strategic perspective. Consistent with that understanding learners develop the capacity to formulate and implement strategies that capitalize on and further develop an organization's comparative advantage. This process of capitalizing on and further developing an organization's comparative advantage will be evaluated using the concept of stewardship found in Scripture. Three credit hours.

BUS 5250 Integrative Application Project 2

Demonstrate mastery of second year material by using that material to analyze and address an existing problem or question. This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from courses completed during the second year of the MBA

program in realistic problem solving settings. Proper and effective use of these concepts includes: 1) use of individual concepts and 2) use of multiple concepts in an interdisciplinary manner. Properly addressing realistic problems includes: 1) specifying the problem, 2) analyzing the problem, and 3) formulating a solution to the problem. Three credit hours.

Master of Science in Higher Education (MSHE)



Faculty

Steve Grill, Ed.D., Program Director

Roger Bingham, D.M.

William J. Katip, Ph.D.

Deborah Musser, Psy.D., LMHC

Mark Raikes, Ph.D.

Terence White, Ph.D.

Master of Science in Higher Education Program Description

Program Distinctives

The Master of Science in Higher Education is designed for students interested in careers in a college or university setting. The Master of Science in Higher Education will stress the practical knowledge, critical thinking, applied research, and writing needed to excel in a professional field within Higher Education. This program will enjoy the convenience and flexibility of online learning, while benefiting from the exceptionally close ties that develop from a cohort based model.

Students who complete this degree will be qualified for careers in areas such as residence life, academic advising, career services, learning support services, financial aid, intramurals, student activities, and judicial affairs. Students will learn from talented and enthusiastic peers as well as a broad team of professional faculty with life experiences in and outside the classroom in the higher education profession. The Master of Science in Higher Education is designed to produce outstanding faith-informed practitioners who are prepared to engage in and impact the lives of this generation.

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

Program Purpose Statement

The Grace College MSHE program provides a curriculum and environment where current and future higher education professionals are transformed through the study of the field of higher education from a distinctly biblical perspective.

Program Goals

1. Demonstrate adherence to the American College Personnel Association (ACPA) accrediting body's standards.
2. Prepare students to serve as effective staff and administrators in student affairs, with combined strengths in collaborative management, fiscal organization, and student life in higher education.
3. Investigate the importance of various contexts on students' academic and co-curricular experience, legal, economic, ethnic, gender, religious, and historical influences that affect the college and university in the twenty-first century.
4. Emphasize an empirical approach to organizational assessment and research.
5. Provide internship/practicum opportunities to apply and integrate with course content.
6. Provide a solid foundation for doctoral work in higher education.

Schedule

The program is 24 months in length, and includes courses taught over both summers. Students will take one course at a time. New cohorts begin every fall semester.

Please view the institution's [Campus Calendar](#) for more information.

Delivery Formats

The MSHE is an online program. The Department of Online Education can provide further details about the program.

Information regarding the technology and user-skill requirements for the online MSHE program is available on the Office of Information Technology page of the institution's Web site.

MSHE Program Admission and Completion Requirements

Admission Requirements

1. A completed baccalaureate degree.
2. A minimum undergraduate GPA of 2.75.
3. Submit one personal reference letter.
4. Submit completed MSHE Application, and official transcripts of all previous academic coursework.

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

Admission Requirements (Blended Degree Candidates Only)

1. A minimum of sixty (60) undergraduate credit hours.
2. A minimum undergraduate GPA of 3.00.
3. A written essay.
4. Undergraduate Advisor Recommendation.
5. Submit completed MSHE Application and official transcripts of all previous academic coursework.

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

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

Degree Requirements

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

Degree Completion Policy

Students enrolled in graduate programs are allowed seven (7) years from the beginning of their coursework to complete all degree requirements. Students may be asked to repeat courses that were taken more than five years prior to completing the program curriculum at the discretion of the Department Chair.

Tuition Costs and Refunds

For information about tuition costs and refunds please view the [tuition pricing sheet](#).

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

Notice of Nondiscrimination

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Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Classification of Graduate Students

Full-time Students: Full-time students are those enrolled in a degree, diploma, or certificate program for at least 6 semester hours of credit during a regular semester.

Part-time Students: Part-time students are those enrolled in a degree, diploma, or certificate program for at least 3 hours of credit during a regular semester.

Auditors: Students who desire to hear the lectures in a course without undertaking the coursework for credit may be admitted as auditors to selected courses by making proper application with the Online Admissions Office. Though no credits or grade points are involved, auditors are required to pay the appropriate fees and to meet class attendance requirements. Those who do not meet attendance requirements will receive the "grade" of "W," whether or not they have officially withdrawn.

Auditing is not permitted for some courses. (This policy is at the discretion of the department or professor involved.) For some courses, auditing is permitted only if the student completes the course assignments as specified by the professor. An auditor may enroll for only one semester as a "full-time" auditor.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

Contact

For additional information about admission requirements or course enrollment and completion, please contact the School of Professional and Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 888.249.0533.0012) or email online@grace.edu. For more information, visit: <http://online.grace.edu/graduate-programs/master-science-higher-education>

COURSES

UPDATED MSHE Course list

First Year Courses:

MHE 5010 History and Foundations of Higher Education
MHE 5080 Research Methods
MHE 5090 Leadership in Higher Education
MHE 5030 Organization, Government & Finance
MHE 5060 Integrative Application Project I
MHE 5100 Grant Writing for Foundations & Organizations

Second Year Courses:

MHE 5040 The College Student
MHE 5020 Student Affairs in Higher Education
MHE 5110 Finances for Nonprofit Organizations
MHE 5050 Legal Issues in Higher Education
MHE 5120 Philanthropy & Fundraising Fundamentals

MHE 5070 Integrative Application Project II

COURSE DESCRIPTIONS

MHE 5010 History and Foundations of Higher Education

This course is designed to introduce students to how the institution of higher education has been shaped by major trends in American society. It will examine the historic development, structure, roles, and diverse characteristics of both private and public sectors of higher education, how they have contributed to the development of our country, and what might be expected of higher education in the future. Additional focus will be given to Christian heritage and its centrality in the development of higher education. Three hours.

MHE 5020 Student Affairs in Higher Education

This course is an in depth study of theory and developmental patterns which are necessary in guiding the student affairs professional. Content is designed to increase the understanding of how student services, activities, health and wellness, and all areas of student affairs are organized, administered, and assessed. Three hours.

MHE 5030 Organization, Governance and Finance

This course examines key administrative and financing structures used within higher educational institutions. This will include budgeting processes, sources of revenue, types of expenditures, and analyzing social, political, economic, and technological environments. Additional focus will be given to factors influencing strategic level decision making, structure, governance model, human resources, change management and leadership culture. Three hours.

MHE 5040 The College Student

This course examines the different ways students view, encounter, and react to the college or university environment. MSHE students taking this course will learn distinctives and differences in several different areas that affect the college student, including generational cohorts, ethnic backgrounds, sexual orientation, and religious belief. Three hours.

MHE 5050 Legal Issues in Higher Education

This course focuses on persistent legal and ethical issues which confront today's leaders in higher education. You will learn to recognize concerns while processing and analyzing law in areas such as student rights and privacy laws, sexual harassment, tort liability, federal, and judicial reputations, distinction between public and private sectors, all the while learning and understanding the need for clear judicial affairs policy. Three hours.

MHE 5060 Integrative Application Project 1

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from courses completed during the first year of the MSHE program in realistic problem solving settings. Students will demonstrate mastery of first year material by using that material to analyze and address an existing problem or question. Proper and effective use of these concepts includes: 1) use of individual concepts and 2) use of multiple concepts in an interdisciplinary manner. Properly addressing realistic problems includes: 1) specifying the problem, 2) analyzing the problem, and 3) formulating a solution to the problem. Three hours.

MHE 5070 Integrative Application Project 2

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from courses completed during the first year of the MSHE program in realistic problem solving settings. Students will demonstrate mastery of second year material by using that material to analyze and address an existing problem or question. Proper and effective use of these concepts includes: 1) use of individual concepts and 2) use of multiple concepts in an interdisciplinary manner. Properly addressing realistic problems includes: 1) specifying the problem, 2) analyzing the problem, and 3) formulating a solution to the problem. Three hours.

MHE 5080 Research Methods

This course offers an introductory study of the principles and techniques of investigation and data collection in the field of higher education. The course will deal with techniques of organizing, conducting, analyzing, and presenting such data, with a focus on how such activities apply within the realm of a higher education professional. Three hours.

MHE 5090 Leadership in Higher Education

Students will engage a variety of leadership theories, models and organizational frameworks and then apply those theories, models, and structure to leading within the field of higher education. Because leadership in higher education is inherently organizational and undergoing tremendous change, a large portion of the course will be devoted to navigating change within organizational structures and utilizing the strengths of institutions. Three hours.

MHE 5100 Grant Writing for Foundations and Corporations

This course will focus on identifying private foundations and corporations whose philanthropic mission aligns with the vision a non-profit organization chosen by the student. Students will conduct research on foundations and corporations and craft letters of inquiry and grant proposals. Students will develop a basic **knowledge of grant** writing process and display understanding of the content through the development of a grant proposal. (cross listed as NPM 5090)

MHE 5120 Philanthropy & Fundraising Fundamentals

This course provides an overview of the history and theories influencing philanthropy. Students will develop their own theoretical framework for fundraising. The culminating project will be the creation and presentation of a case statement for a non-profit organization of student's choice. (cross listed as NPM 5100)

Master of Science in Nonprofit Management (MSNM)



Faculty

Stephen Grill, Ed.D., Director

Bari Courts, Ph.D.

Andrew Flamm, M.A.

James Swanson, Ph.D.

Master of Science in Nonprofit Management Program Description

Program Distinctives

The Master of Science in Nonprofit Management program will be introduced to valuable concepts, practical information and expertise in every class session. Coursework and application projects will help students answer, “What will help me do a better job of serving others now?”

Nonprofit management is about developing employees and protecting your clients. Students will develop the knowledge and skills to be confident that the organization is doing just that. Instructors will emphasize the application of technology for the best results, how to effectively raise funds, how to create and train staff, and how to improve efficiency within the organization.

Throughout the MSNM program, the latest technology and techniques on the web, in the world of nonprofit organizations, teaching donor management software, and how to use social media effectively will be highlighted. In addition, classes in the ethics of fundraising, advocacy, and strategic planning will give the student a broad range of knowledge for leading and managing a nonprofit.

The Master of Science in Nonprofit Management degree is offered fully online, allowing students to maintain professional responsibilities and keep family commitments while earning their Master’s degree. Upon completion of the MSNM degree, students will graduate with the ability to take newly acquired knowledge and skills, combined with the innate compassion for something greater than the individual, to effectively manage a nonprofit organization.

Program Purpose

The Grace College MSNM program provides a curriculum and an environment where current and future nonprofit managers are transformed through the study of nonprofit management from a distinctly Christian world view.

This program is constructed and its courses are designed with an intentional applied emphasis. Consistent with "learning-by-doing," course assignments allow students to use course content in their current employment or collegiate setting.

Program Goals

1. Grace College MSNM program graduates will evidence the capacity to understand nonprofit management from a Christian world view and to act consistently with that understanding.
2. Grace College MSNM program graduates will evidence mastery of discipline specific concepts in the areas of ethics, governance, policy and financial management.
3. Grace College MSNM program graduates will evidence the capacity to effectively select, utilize, and apply nonprofit discipline concepts in a variety of settings.

Schedule

The program is 24 months in length, and includes courses taught over both summers. Students will take one course at a time.

Please view the institution’s [Campus Calendar](#) for more information.

Delivery Formats

The MSNM is an online program. The School of Professional and Online Education can provide further details about the program.

Information regarding the technology and user-skill requirements for the online MSNM program is available on the Office of Information Technology page of the institution's Web site.

<http://www.grace.edu/resources/technology-support>

MSNM Program Admission and Completion Requirements

Admission Requirements

1. A completed baccalaureate degree.
2. A minimum undergraduate GPA of 2.75.
3. Submit a resume
4. Submit completed MSNM Application, official transcripts of all previous academic coursework, current resume, and current photograph.

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

Admission Requirements (Blended Degree Candidates Only)

This program is eligible for the blended program option under the three year Reimagine Campaign. The content in this catalog will apply to blended students as well as traditional adult students. For specific questions regarding the blended program, please contact the Department of Online Education.

1. A minimum of sixty (60) undergraduate credit hours.
2. A minimum undergraduate GPA of 2.75
3. A written essay.
4. Undergraduate Advisor Recommendation.
5. Submit completed MSNM Application and official transcripts of all previous academic coursework.

Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

Degree Requirements

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

Degree Completion Policy

Students enrolled in graduate programs are allowed seven (7) years from the beginning of their coursework to complete all degree requirements. Students may be asked to repeat courses that were taken more than five years prior to completing the program curriculum at the discretion of the Department Chair.

Tuition Costs and Refunds

For information about tuition costs and refunds please view the [tuition pricing sheet](#).

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 102
200 Seminary Drive
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

Classification of Graduate Students

Full-time Students: Full-time students are those enrolled in a degree, diploma, or certificate program for at least 6 semester hours of credit during a regular semester.

Part-time Students: Part-time students are those enrolled in a degree, diploma, or certificate program for at least 3 hours of credit during a regular semester.

Auditors: Students who desire to hear the lectures in a course without undertaking the coursework for credit may be admitted as auditors to selected courses by making proper application with the Online Admissions Office. Though no credits or grade points are involved, auditors are required to pay the appropriate fees and to meet class attendance requirements. Those who do not meet attendance requirements will receive the "grade" of "W," whether or not they have officially withdrawn.

Auditing is not permitted for some courses. (This policy is at the discretion of the department or professor involved.) For some courses, auditing is permitted only if the student completes the course assignments as specified by the professor. An auditor may enroll for only one semester as a "full-time" auditor.

HLC Criteria as Applied to the School of Professional and Online Education

Faculty teaching in the School of Professional and Online Education should have completed a program of study in the discipline or subfield in which they teach, and/or for which they develop curricula, with the coursework at least one level above that of the courses being taught or developed/or a current teaching or

administrator license in the field. The School of Professional and Online Education can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position.

- Faculty teaching in the School of Professional and Online Education GRADUATE programs should hold a terminal degree in the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline or subfield in which they teach. See the SPOE Process for Exceptions.

School of Professional and Online Education Process for Exceptions

HLC Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. An institution that intends to use tested experience as a basis for hiring faculty must have a well-defined policy and procedure for determining when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline.

Deans and faculty leaders assess faculty members' qualifications. Endorsements are considered when potential instructors do not have the academic credentials required by the Higher Learning Commission. These endorsements are dependent on the relevancy of the experience both to the degree level and to the specific content of the course for which the faculty member is responsible. These endorsements come in two forms: Endorsement by Equivalency and Endorsement by Exception. These endorsements are used when credentialing part-time instructors.

ENDORSEMENT BY EQUIVALENCY is used when it is evident that an instructor has credentials that are "equivalent to" the degree required of our faculty in that content area. This endorsement is in line with HLC guidelines that allow an individual's knowledge and expertise to be determined by his or her tested experiences outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. For example, an instructor can be credentialed to teach if that instructor has a minimum of ten years of industry-specific experience. Such life experience can qualify as an equivalent to academic credentials for the purpose of teaching, based on the judgment of knowledgeable faculty in the discipline. This endorsement is used when in faculty judgment it is not necessary for an instructor to pursue further studies to teach at the college in the approved area.

ENDORSEMENT BY EXCEPTION is used when an instructor has demonstrated adequate knowledge and experience but has not met our standard for credentials. An example of such a situation would be the instructor who has a bachelor's/master's degree in a different teaching field, but has some certifications, professional affiliations, and a minimum of five years industry-specific or teaching experience.

Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

Contact

For additional information about admission requirements or course enrollment and completion, please contact the Department of Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 888.249.0533) or email online@grace.edu. For more information, visit: <http://online.grace.edu/>.

COURSES*

UPDATED MSNM Course list

NPM 5010 Foundations of Nonprofit Management
NPM 5020 Governing & Leading Nonprofit Organizations
NPM 5030 Obtaining & Managing Resources for Nonprofit Organizations
NPM 5040 Managing the Nonprofit Organization
NPM 5050 Marketing, Communication & Special Topics for Nonprofit Organizations
NPM 5065 Nonprofit Management Analysis I
NPM 5075 Nonprofit Management Analysis II
NPM 5080 Finances for Nonprofit Organizations
NPM 5090 Grant Writing for Foundations & Organizations
NPM 5100 Philanthropy & Fundraising Fundamentals

*In addition to the courses listed above, students must take two (2) electives during the two years. Eligible courses may be selected from specific programs offered at Grace College. Please contact the School of Professional and Online Education for more information regarding electives.

COURSE DESCRIPTIONS

NPM 5010 Foundations of Nonprofit Management

This course will provide an orientation to the nonprofit sector and a theoretical foundation for the more applied topics that will be covered later in MSNM Program. Students will begin to develop their personal philosophies of management as it applies to the unique environment of the nonprofits. This course seeks to engender an overview of nonprofit management that is both conceptual and practical in nature. Three hours.

NPM 5020 Governing and Leading Nonprofit Organizations

This course provides learners with the opportunity to learn the many dynamics involved in leading an organization under the auspices of a governing board. Best practice strategies and activities will be utilized regarding effective and ethical leadership, managing an organization, and recruiting, developing, evaluating and retaining human capital within the organization. Three hours.

NPM 5030 Obtaining and Managing Resources for Nonprofit Organizations

Introduces students to the major financial management concepts and techniques required for effective management of nonprofit organizations. Offers students an opportunity to learn about nonprofit accounting, budget management, cash flow management, financial statements and reports.

NPM 5040 Managing the Nonprofit Organization

Nonprofit organizations can thrive only when there is a clear understanding of the internal and external realities that impact a company's present status and potential for growth. This course will examine various ways to ensure accountability to external stakeholders and effectively measure performance. The strategic planning process will also be examined in depth, and students will learn how to utilize planning skills in a practical exercise with a company of their choice. Students will also examine ways to help nonprofit companies build capacity and explore opportunities for collaboration. Three hours.

NPM 5050 Marketing, Communication and Special Topics for Nonprofit Organizations

This course is a guide through four topics that can easily be confusing or too new for nonprofit leaders to handle without help. 1) Leaders, must know the values and pitfalls of marketing so that the mission remains the primary focus. 2) Advocacy includes education of the public in addition to the challenging topic of lobbying that few nonprofits engage in with confidence. 3) Globalization affects many local nonprofits as there may be chapters abroad. Leaders must be aware of the management and board 'best practices' that come from globalized nonprofits. 4) Social entrepreneurship is a newer topic that covers innovation to provide new income streams for a target population, social impact or both. Business for missions, community development, and micro finance are related topics. Three hours.

NPM 5065 Nonprofit Management Analysis I

This course allows the learner to demonstrate their capacity for understanding and applying the first year of the nonprofit management course work. Learners will examine and contrast a current and relevant nonprofit management issue, then compose and construct a strategic, viable, credible, and synergistic solution to such an issue. Three hours. Prerequisites: NPM 5010, NPM 5020, and two (2) graduate elective courses in year one. Corequisite: NPM 5030.

NPM 5075 Nonprofit Management Analysis II

This course allows the learner to demonstrate their capacity for understanding and applying the second year of the nonprofit management course work. Learners will examine and contrast a current and relevant nonprofit management issue, then compose and construct a strategic, viable, credible, and synergistic solution to such an issue. Three hours. Prerequisites: NPM 5040, NPM 5050, and two (2) graduate elective courses in year two. Corequisite: One (1) graduate elective.

NPM 5080 Finances for Nonprofit Organizations

Nonprofit management is becoming a recognized specialty, and there is a growing number of individuals and entities specializing in nonprofit financial management as well. With this growth in numbers comes a comparable growth in the demand for sophisticated management. No longer is it enough just for one's financial records to be in order; one must be able to demonstrate good financial systems to meet all the other rising demands on today's nonprofit. That will be our main focus. (cross listed as MHE 5110)

NPM 5090 Grant Writing for Foundations and Corporations

This course will focus on identifying private foundations and corporations whose philanthropic mission aligns with the vision a non-profit organization chosen by the student. Students will conduct research on foundations and corporations and craft letters of inquiry and grant proposals. Students will develop a basic knowledge of grant writing process and display understanding of the content through the development of a grant proposal. (cross listed as MHE 5100)

NPM 5100 Philanthropy & Fundraising Fundamentals

This course provides an overview of the history and theories influencing philanthropy. Students will develop their own theoretical framework for fundraising. The culminating project will be the creation and presentation of a case statement for a non-profit organization of student's choice. (cross listed as MHE 5120)