



Grace College and Theological Seminary Catalog 2023-2024

February 2024 Addendum

School of Professional and Online Education

Master of Science in Athletic Administration

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.

Tuition Costs and Refunds

Use links for [Tuition & Costs](#) and [Refund Schedule](#)

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
1 Lancer Way
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 1 Lancer Way, Winona Lake, IN 46590 (telephone: 888.249.0533.0012) or email onlineadmissions@grace.edu. For more information, visit: [Grace MS 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.

Bachelor of Science in Psychology (Degree Completion)

FACULTY

Timothy J. Ziebarth, Ed.D., Director

Kelly Arney, Ph.D

Thomas Edgington, Ph.D., HSSP

Joey Graham, Psy.D.

David Hartman, Ph.D., NCC

Phillip Hartwick, M.A., LPC, NCC

James Swanson, Ph.D., LMHC

PROGRAM DESCRIPTION

Grace College, in Winona Lake, Indiana, offers a degree completion program leading to a Bachelor of Science in Psychology. 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 degree completion program exists to provide students the ability to complete a Grace College four-year degree while maintaining their family and career responsibilities.

Schedule

New 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 degree completion cohort will attend classes together for 24 months (six consecutive terms).

The fall and spring semesters will consist of four courses, two for each eight-week session, and summer term will consist of two courses.

Note: Degree Completion 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. <https://online.grace.edu/admissions/technology-requirements/>

Handbook

The B.S. in Psychology Program has a handbook that outlines its policies and the unique situations encountered by students. This handbook is available from the School of Professional and Online Education and is on the institution's website.

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Computer Usage/Web Site/Blogs/Social Media

Grace College realizes the value added to technology and relationship building through use of the Internet. It is expected that members of the Grace College community maintain appropriate behavior while applying scriptural values to any personal Web content created. This includes, but is not limited to, blogs, personal and business social media accounts (including, but not limited to: Facebook, Instagram, Snapchat, Twitter, TikTok and Tumblr), websites, and/or other creative content. This includes "anonymous" content that can reasonably be traced back or attributed to a Grace student. Ultimately, Grace students are responsible for what they post or comment online. Therefore, students should not post content on social media that violates Grace community lifestyle policies. Posts or comments that are harassing or discriminatory to individuals or groups of people, or that reveal community standard violations, will result in consequences. Students must comply with copyright laws, file sharing laws, and avoid plagiarism. See our "Academic Integrity" policy for more details.

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 as any 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.
- 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.

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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.

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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.

PROGRAM ADMISSION AND COMPLETION

Admission Requirements

1. 60 prior college credit hours (some life and career experiences may be substituted for credits).
2. All transcripts of previous college coursework.
3. Minimum 2.0 GPA
4. Complete online application.
5. 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 onlineadmissions@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.

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

CONTACT

For additional information about the B.S. in Psychology degree completion program, admission requirements, or course enrollment and completion, please contact:

Online programs:

School of Professional and Online Education

Grace College

200 Seminary Drive

Winona Lake, IN 46590

Toll free: 888.249.0533

Email: onlineadmissions@grace.edu

<http://online.grace.edu/>

DEGREE REQUIREMENTS

Building upon previous college credit and learning experiences equivalent to about two years of college, the Bachelor of Science in Psychology degree (degree completion) can be completed in 24 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 60 credits in the B.S. in Psychology program:
4. Complete a total of 120 credit hours.
Note: The combination of transfer credits (60) and Grace College credits (60) will provide the 120 credits needed to be complete the 120 credits required for graduation.

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.

Program Learning Outcomes:

Those learners who complete the core of the B.S. in Psychology program at Grace College will be assessed in three domains:

1. Students will display critical thinking as they integrate psychological principles and theories with the Bible. (Competence)

2. Students will utilize basic biopsychosocial documentation, assessment, counseling skills, case reporting, and clinical documentation including treatment plans and progress notes. (Service & Competence)

3. Students will demonstrate APA writing skills and summarize the results of research.(Competence)

CURRICULUM

Psychology Core (9 credits)

MAT 3200 Probability & Statistics
HUM 2000 Global Perspectives
BHS 1200 Foundations of Behavioral Science

Psychology Curriculum (51 credits)

PSY 1100 Introduction to Psychology
BHS 2400 Research Methods
SOC 2100 Marriage and Family
SOC 3230 Substance Use and Abuse
SOC 3560 Victimology
PSY 2100 Introduction to Counseling
PSY 2170 Abnormal Psychology
PSY 2360 Child and Adolescent Psychology
PSY 2600 Multicultural Psychology
PSY 2700 Psychology of Religion
PSY 3260 Biblical Psychology
PSY 3380 Theories of Personality
PSY 3440 Process/Techniques of Counseling
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion
BHS 4050 Addictive Treatment
PSY 4200 Integrative Application Project

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

MAT 3200 Probability and Statistics

The first course in statistics provides a rigorous introduction to applied statistics. Topics include sampling principles, elementary probability, the normal distribution, hypothesis testing, confidence intervals, inference on numerical and categorical variables, chi-squared, ANOVA, and linear regression. Multiple linear regression and logistic regression will be covered if time permits. Three credit hours.

HUM 2000 Global Perspectives

The purpose of Global Perspectives is to encounter world cultures through literature and dialogue. In this interdisciplinary course, students engage divergent outlooks from around the world, grappling with cultural difference and presuppositions. Defining literary works 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 credit hours.

BHS 1200 Foundations of Behavioral Science

This course provides an introduction to the field of behavioral science, including content areas, resources, and possible careers. Special emphasis will be given to learning how to write in APA style. An orientation to online learning will also be an aspect of this course.

PSY 1100 Introduction to Psychology

An introduction to psychology as a 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 credit hours.

BHS 2400 Research Methods

An introductory student 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 credit hours.

SOC 2100 Marriage and 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 credit 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 additions 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 credit 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 credit 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 credit 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 credit hours.

PSY 2360 Child and Adolescent Psychology

A psychological study covering the life span from early childhood to the adult state. This course stresses practical applications for working in family, educational, and counseling settings. Three credit 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 credit hours.

PSY 2700 Psychology of Religion

An overview of the research into the psychology of religion as it relates 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 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 credit hours.

PSY 3380 Theories of Personality

An introduction to the major theories of personality and how it develops, including psychoanalysis and humanistic, existential, and behavioristic approaches. Three credit 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 credit 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 credit 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 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 credit 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 credit hours.

PSY 4200 Integrative Application Project

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from the Psychology program in realistic problem-solving settings. Students will demonstrate mastery of material through a research-based project.

Bachelor of Science in Ministry Leadership (Degree Completion)

FACULTY

Timothy J. Ziebarth, Ed.D., Director

Michael Baker, MA

Charles Chappell, MA

Trent Lambert, D.Min

PROGRAM DESCRIPTION

Grace College, in Winona Lake, Indiana, offers a degree completion program leading to a Bachelor of Science in Ministry Leadership. 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 degree completion program exists to provide students the ability to complete a Grace College four-year degree while maintaining their family and career responsibilities.

Schedule

New 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 degree completion cohort will attend classes together for 24 months (six consecutive terms).

The fall and spring semesters will consist of four courses, two for each eight-week session, and summer term will consist of two courses.

Note: Degree Completion 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. <https://online.grace.edu/admissions/technology-requirements/>

Handbook

The B.S. in Ministry Leadership Program has a handbook that outlines its policies and the unique situations encountered by students. This handbook is available from the School of Professional and Online Education and is on 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
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.

Computer Usage/Web Site/Blogs/Social Media

Grace College realizes the value added to technology and relationship building through use of the Internet. It is expected that members of the Grace College community maintain appropriate behavior while applying scriptural values to any personal Web content created. This includes, but is not limited to, blogs, personal and business social media accounts (including, but not limited to: Facebook, Instagram, Snapchat, Twitter, TikTok and Tumblr), websites, and/or other creative content. This includes "anonymous" content that can reasonably be traced back or attributed to a Grace student. Ultimately, Grace students are responsible for what they post or comment online. Therefore, students should not post content on social media that violates Grace community lifestyle policies. Posts or comments that are harassing or discriminatory to individuals or groups of people, or that reveal community standard violations, will result in consequences. Students must comply with copyright laws, file sharing laws, and avoid plagiarism. See our "Academic Integrity" policy for more details.

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 GOAL, as well as any 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.

- 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. 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.

PROGRAM ADMISSION AND COMPLETION

Admission Requirements

1. 60 prior college credit hours (some life and career experiences may be substituted for credits).
2. All transcripts of previous college coursework.
3. Minimum 2.0 GPA
4. Complete online application.
5. 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 onlineadmissions@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.

Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

CONTACT

For additional information about the B.S. in Ministry Leadership degree completion program, admission requirements, or course enrollment and completion, please contact:

Online programs:

School of Professional and Online Education

Grace College

200 Seminary Drive

Winona Lake, IN 46590

Toll free: 888.249.0533

Email: onlineadmissions@grace.edu

<http://online.grace.edu>

DEGREE REQUIREMENTS

Building upon previous college credit and learning experiences equivalent to about two years of college, the Bachelor of Science in Ministry Leadership 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 60 credits in the B.S. in Ministry Leadership program:
4. Complete a total of 120 credit hours.

Note: The combination of transfer credits (60) and Grace College credits (60) will provide the 120 credits needed to be complete the 120 credits required for graduation.

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.

Major Goals and Assessment

Those learners who complete the core of the B.S. in Ministry Leadership program at Grace College will be assessed in three domains:

1. Students completing the Ministry Leadership program will identify, examine, and apply God-given abilities and gifts to maximize their potential.
2. Students completing the Ministry Leadership program will develop and demonstrate practical and professional skills.
3. Students will be able to develop, analyze, and lead within local church ministries.

CURRICULUM

Biblical Studies Core (12 credits)

BBL 2010	Understanding the Old Testament
BBL 2020	Understanding the New Testament
HUM 2000	Global Perspectives
MLD 1400	Ministry Leadership Fundamentals

Ministry leadership Curriculum (51 credits)

MLD 1000	Principles of Ministry Leadership
MLD 2700	Servant Leadership
MLD 3000	Nonprofit Financial Management
MLD 3300	Ministry: Outreach and Care
MLD 3400	Communication in Christian Ministry
BIB 3300	Essential Doctrinal Themes
BIB 2310	History of Christianity
ICS 3650	Intercultural Ministry

Ministry Leadership Electives (24 credits)

(Choose 24 credit from the following):

COM 1100	Public Speaking
PHI 3010	Christianity and Critical Thinking
BBL 3000	Theological Systems
PHI 3000	Apologetics
LDR 1000	You the Leader
BBL 3130	Understanding World Religions
MLD 2400	Principles of Church Administration
MLD 3500	Christian Ministry for Reconciliation
MLD 3900	Developing a Theological Model for 21 st Century Youth Ministry
MLD 4100	Old Testament Leadership
MLD 4000	Integrative Application Project
BBL 4310	Women and Scripture
MLD 2020	Ministry Leadership Seminar 1
MLD 3020	Ministry Leadership Seminar 2

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

BBL 2010 Understanding the Old Testament

The Bible is the Story of God's redemption of fallen humanity and Creation through the Person and work of Jesus Christ. This course provides a survey of the Old Testament books with special reference to their context, content, theology, and the part they play in the overall plan of God's redemptive plan.

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 in modern ministry. Three credit hours.

HUM 2000 Global Perspectives

The purpose of Global Perspectives is to bring students into contact with world cultures through literature and film. In this interdisciplinary course, students engage divergent outlooks from around the world, and grapple with secular and scriptural perspectives on cross-cultural interactions. Students will enhance their oral and written communication skills as they learn to analyze authors' and filmmakers' representations of culture, and to assess the motives behind their aesthetic choices. This course also introduces students to complex contemporary issues such as post-colonialism, cultural hybridity, immigration, and cultural hegemony, and helps them navigate these issues with a redemptive theological framework.

MLD 1400 Ministry Leadership Fundamentals

This course is an introduction to the overall Bachelor of Science in Ministry Leadership program. Special emphasis will be given to understanding Grace College and Seminary's online learning environment, research opportunities and Turabian style formatting. The course will culminate with a personal identification of leadership within a ministry context.

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 on 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.

MLD 2700 Servant Leadership

This course 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 course by the instructor, interviewing a seasoned servant leader, and hands-on experience in serving in a current ministry.

MLD 3000 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.

MLD 3300 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. Three credit hours.

MLD 3400 Communication in Christian Ministry

This course will look into the importance of communication in leadership within the 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 analysis of an organization of the student's choice and on the understanding and completion of communication needs within an organization. Three credit 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 credit 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. Three credit hours.

ICS 3650 Intercultural Ministry

The course, Intercultural Ministry, is intended to provide students with an awareness of the elements of cultural value and belief systems, intercultural communication, and cultural adaptation and how they affect biblical ministry as well as practical tasks in intercultural and multicultural contexts. It is designed to help pastors, youth ministers, Christian

counselors, and other Christian ministry personnel become more effective in various intercultural situations as their understanding permits them to shape their ministry to penetrate those of other cultures more deeply. Knowing how culture functions, the extent to which it shapes people, and how we are affected by our own, keeps us from the traps of reading our own cultural values into other contexts and into God's Word itself. It also guards us from the danger of imposing our cultural values on others unknowingly as we go about God's work in evangelism, teaching, counseling, and serving. The course will also point out the value differences there can be between dominant groups and minority ethnic groups and those of varying social class levels within the same culture. This sharpens the focus of ministry as the Christian worker understands the values, beliefs, and assumptions that motivate the behavior of people different from himself. In addition, the course will point out skills needed for communication and adaptation in the intercultural situation that will enhance the methods and approaches used for more relevancy and understanding in ministry. Three credit hours.

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 course offers a practical background in recognizing, analyzing, and constructing arguments in the public sphere. Readings, class time, and assignments focus on the skills and concepts necessary for successful application of the principles to a civic engagement project. Three credit hours.

PHI 3010 Christianity & 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.

LDR 1000 You the Leader

This course is designed to equip students to discover their primary leadership style and preferred leadership behaviors and values in order to prepare them as leaders in a variety of contexts. Research-based theories and models of leadership and leadership principles will be discussed and integrated within a framework of biblical, theological, and cultural perspectives in order to enable students to further their plan for personal leadership formation, to be built upon as they complete their program and for future use. Three credit hours

BBL 3130 Understanding World Religions

This course allows the student to analyze the nature of religion, explore the major religions of the world, and understand how to relate the adherents of the various religions of the world. Three credit hours.

MLD 2400 Principles of Church Administration

This course is a study of administrative principles and practices for the local church. Emphasis will be given to church administration, including organization, programming, aspects of leadership, staff, finances, and public relations in churches and integrates material from both religious and secular sources. The course will also touch on branding and social media for the church. Three credit hours.

MLD 3500 Christian Ministry for Reconciliation

This course focuses on reconciliation practices in the workplace as well as in our personal lives. This course assists the student with utilizing tools provided by labor organizations, educational resources, and Biblical principles. Three credit hours.

MLD 3900 Developing a Theological Model for 21st Century Youth Ministry

This course deals with the big picture of youth ministry in the 21st century. Students will examine biblical principles of mentoring youth and developing leaders. They will learn about the current and emerging youth generations and determine strategies for ministering to the youth in the 21st century. Three credit hours.

MLD 4100 Old Testament Leadership

This course is designed to guide students toward a growing understanding of God's pattern of caring for his people and demonstrating his glory by calling and empowering ordinary people for leadership. In this course, students will study the lives and ministries of 8 Old Testament leaders. The students will study the biblical accounts of each of these leaders, thoughtfully observing and evaluating his 1) relationship with God, 2) his growth in character, and 3) his development as God's leader. The leaders to be studied have been selected from various eras of Old Testament history and served in a variety of roles and situations. Each student will be expected not only to reflect on the life and ministry of these Old Testament but also on his own life and ministry in light of the lessons learned. Three credit hours.

MLD 4000 Integrative Application Project

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from the Ministry Leadership program in realistic problem-solving settings. Students will demonstrate mastery of material through a research-based project. Three credit hours.

PHI-3000-Apologetics

The purpose of this course is to provide students with an introductory survey to the defense of the Christian worldview in its contemporary 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; responses to 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.

BBL 4310 Women and 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 of 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. Three credit hours.

MLD-2020 Ministry Leadership 1

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. Six hours.

MLD-3020 Ministry Leadership 2

This course will introduce learners to the major issues involved in making disciples of Jesus. Students will interact with classroom learning as well as real life ministry experience and mentoring relationships. Six hours.