

School of Professional & Online Education

GRACE COLLEGE & GRACE THEOLOGICAL
SEMINARY CATALOG 2026-2027



School of Professional and Online Education

Tim Ziebarth, M.B.A., Ed.D., Executive Dean, School of Professional & Online Education

Introduction

The School of Professional and Online Education (SPOE) 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.

Purpose

To be the recognized leader in innovative, Christian higher education offering learners engaging opportunities that are affordable and accessible.

Goals

To empower a diverse population of learners by expanding innovative strategic partnerships and delivering high-quality, affordable, faith-based educational programs.

Faculty

Executive Dean, School of Professional & Online Education: Tim Ziebarth, M.B.A., Ed.

Master of Science in Higher Education (MSHE): Tim Ziebarth, MBA, Ed.D., Exec. Dean, School of Professional & Online Education

Master of Science in Nonprofit Management (MSNM): Stephen Grill, Ed.D., Program Director

Master of Science in Athletic Administration (MSAA): Darrell L. Johnson, Ed.D., Program Director

James Adams, Ed.D.

Calla Andrews, M.A.

Kelly Arney, Ph.D.

Norman Bakhit, M.A.

Elizabeth Bessinger, M.S.W

Walter Brath, Ph.D.

Deanna Brewer, M.A., ALC, NCC

Jared Burkholder, Ph.D.

Daniel Burnham, M.Div.

Jason Carmean, Ph.D.

Charles Chappell, M.A.

Melissa Chappell, M.A.

Rebekah Conner, M.A.

Sharon Dutkowski, M.S.
Thomas Edgington, Ph.D., HSSP
Susan Fenker, M.Min.
Andrew Flamm, Ph.D.
Sarah Foster, M.S.
Lorena Morales Freeborough, Ed. D
Robert Freeborough, Ph.D.
Joe Graham, Psy.D.
Stephen Grill, Ed.D.
David Hartman, Ph.D., NCC
Phillip Hartwick, M.A., LPC, NCC
Abigail Hill, Ph.D.
Charles Johnson, M.A.. M.DIV
Darrell L. Johnson, Ed.D
Greg Jones, Ph.D.
Randy Koser, M.B.A.
Benjamin Laborde, M.B.A.
Trent Lambert, D.Min.
Robert Lamkin, M.A.
John Lommel, M.A., M.Div, Ed.D.
Aaron McClure, Ph.D.
Daniel McNamara, Ph.D.
Matthew Metzger, M.B.A. CDMP, MPA
Timothy Minear, M.S.
Sushree Mohan, Ph.D.
Alicia Meyer, M.A.
Mark Norris, Ph.D.
Marybeth Poder, Ph.D.
Mark Pohl, Ph.D.
Julia Porter, Ph.D.
Brandy Reincke, M.A.
Ashlyn Rata, M.B.A.
Kelsi Roth, M.S.
Sorin Sabou, Ph.D.
Elizabeth Salsgiver, M.A.
Doug Sabin, M.Div.
Sorin Sabou Ph. D.
Cynthia Sisson, M.A.
Tyler Scott, Ph.D.
David Stanton, IV Ed.D.
James Swanson, Ph.D.

Akron Faculty:

Adam Armstrong, M.Div.
Matt Bazemore, M.A.
Jeffrey Brown, Ph.D

Jeff Bogue, D.Min.
Jonathan Carey, M.Div.
Gary Colledge, Ph.D.
Brad Deetscreek, D. Min.
Matthew Fleagle, M.A.
Anna Foti, M.F.A.
Dan Gregory, M. Div.
David Hahn, Ph.D.
Brock Kertoy, M.B.A
Matt Koons, Ph.D.
James Margida, M.S.
Aaron McClure, Ph.D.
Robby Neidlinger, M.A.
Marybeth Poder, Ph.D.
Ryan Rodeman, M.A.
Rick Scavuzzo, M.S.
Austin Shaw, Ph.D.
Shannon Simmons, M.A.
Adam Speas, M.A.
Steve VanMeter M.A.
Matthew Williams, D. Min.
Ezra Wimberly, M.A.

Degree Programs

The School of Professional and Online Education offers residential and online degree programs at the undergraduate and graduate levels, which are described in each programs individual catalog. Residential and online programs include:

Online Associate

- Associate of Science in Liberal Arts
- College Launch Associate of Science in Liberal Arts

The Associates degrees will choose from one of the following concentrations:

- Business
- Education
- General Studies
- Interdisciplinary
- Biblical Studies

Online Degree Completion

- Bachelor of Science in Business Administration (Accelerated Track)
- Bachelor of Science in Human Services (Accelerated Track)
- Bachelor of Science Psychology (Traditional Track)
- Bachelor of Science in Ministry Leadership (Traditional Track)
 - Accelerated Track = 5 week courses
 - Traditional Track= 8 week courses

Online Graduate

- Master of Science in Athletic Administration
- MBA (refer to the School of Business)
- Master of Arts Clinical Mental Health (refer to School of Behavioral Science)
- Master of Science in Higher Education
- Master of Arts in Ministry Studies (refer to Seminary)
- Master of Science in Nonprofit Management
- Special Education License: Intense Intervention Graduate (refer to School of Education)
- Transition to Teaching (refer to School of Education)

Residential Academic Programs

- College Launch Associate of Science in Liberal Arts
- Bachelor of Science in Biblical Studies with a Ministry Leadership Concentration (Akron)
- Bachelor of Science in Ministry Leadership (Akron)

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.

Tuition Costs and Refunds

Tuition costs for this degree program are available on Grace's website [here](#).

Grading Procedures

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

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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 School of Professional and Online Education has a handbook that outlines its policies and the unique situations encountered by learners. This handbook is available from the School of Professional and Online Education and is on the institution's website.

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 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, Degree Completion, 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, Degree Completion, 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.
- 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.

Please refer to each programs 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.